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## LIBRARY CATALOGUE AND RESEARCH WORK

BY

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The word 'research' may be defined as the investigation of problems arising in a particular division of human knowledge on the basis of known or knowable facts which are susceptible to objective proof of validity. When we speak of cataloguing and research it may mean either the research work in the art of cataloguing or the service of the library catalogue to the research workers. No doubt there is ample scope for research in Cataloguing methods.<sup>1</sup> It is not the aim of this paper to discuss that topic but we are here concerned with the latter problem. The professional training of librarians aims at equipping them with a knowledge of the devices necessary to assemble readily for the use of the reader all the information available in a library on a particular subject. The Library Catalogue is one of the important tools that serves this purpose.

Some may say that the scholar or a research worker does not expect any help either from the library staff or from the library catalogue, for the simple reason that he will himself keep in touch with all the literature of the subject in which he is interested. Librarians with experience will endorse the statement that it is seldom that we come across such an erudite scholar. With the extreme specialisation on the one hand and the phenomenal output of literature on the other, it is hardly possible for any research worker to keep himself abreast of the growth of literature in his field without the aid of a well planned and well constructed Library Catalogue.

A progressive librarian has often to keep in mind the Second, the Third and the Fourth laws of Library Science viz., 'Every Reader His or Her Book,' 'Every Book its Reader' and 'Save the Time of the Reader'.<sup>2</sup>

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1. Cf. the research problems in cataloguing suggested in the pages of the *Catalogue Code* by Mr. S. R. Ranganathan, *Madras Library Association*, 1934.

2. *The Five Laws of Library Science* by Mr. S. R. Ranganathan; *Madras Library Association*, 1931.

He should be alert to the needs of the research worker and should carefully shape the tools of the library—the Library Catalogue in particular—to his needs. A library has to consider as to how best the research worker can select the books that would properly cover his field and how it can make available all its resources to subserve this end.

The choice of the form of the Catalogue has much bearing upon this problem. Of the three traditional forms, *viz.*, the Author Catalogue, the Dictionary Catalogue and the Classified Catalogue with alphabetic index, it is the last-mentioned form that is believed to be most serviceable from the point of view of the research workers.

A classified Catalogue consists of two parts—the Classified Part and the Index Part. The Classified Part contains what are known as Main and Cross-reference entries. The main entry will refer to a book as a whole and indicate the subject in which it is placed. The Cross-reference entry will have a subject in the heading and mention the books placed in other subjects, but dealing partly with the subject in the heading, stating wherever possible the particular pages which may be relevant. A book may be cross-referred from several subject headings in this manner.

The Index Part contains, besides the usual author entries, entries if any under the editors, translators, series, etc., with reference to every book. Apart from all these types of entries, it also contains entries referring to the main and ultimate classes in each subject. It is only the last mentioned entries that serve as a Key to the Classified Part of the Catalogue.

The entries in the Classified Part are arranged according to the rules of arrangement in the system of Classification adopted. All the entries in the index part are arranged in one alphabetic sequence. By virtue of this kind of arrangement the classified part serves as the Subject Catalogue and the index part as the Author Catalogue.

Taking the subject part of the Catalogue it is found that the Cross-reference entries play an important part in finding 'every reader his book' and consequently no research worker will miss any book that is required by him. A recent occurrence may be cited as an example. A research worker in politics came to our library and asked for the life and works of Chānakya. He was taken to the shelf containing books on Politics and shown some editions of Kautilya's Artha Sastra which contained introductions on Chānakya. He was not satisfied. Then he was taken to the Catalogue and there the following analytical cross-reference entries were found.

Jour. of Dept. of letters 1926

	V. 2. art. 4	pp. 1-30
	1927 art. 4.	pp. 75-79
Sir Asutosh Mukherjee Memorial Volume		pp. 8-22
Narendranath Law : Ancient Indian Polity		pp. 30-35
		and
		pp. 71-74
Ghoshlal (N.) : Hindu Political theories		pp. 125-158
Shamasasthy : Evolution of Indian Polity		pp. 114-125
Ramachandra Dikshatar : Mauriyan Polity		—
Stein (Otto) : Magasthenes and Kautilya		—

The research worker consulted all these volumes and said that what he wanted was amply covered in two of these books.

Apart from this general value of these Cross-references in finding for 'every book its reader,' it has a special value for the research workers. In order to get at his material, the research worker has to pitch upon the books in a particular subject and search for the material wanted by him. Even then, he may not succeed in getting all he wants, because it is not uncommon to find an excellent account of a specific topic in a few pages of a book placed under a totally different subject. Due to the fact that the majority of books are not monographs but are of a composite nature, only by such analytical Cross-references, the desire of a research worker to have all the resources of a library on any particular topic at his disposal, whether it is a monograph, portion of a book or periodical, can be satisfied.

The necessary requisites, for making the Cross-reference work successful, are a good scheme of classification and a well-trained technical staff. The schemes that are now widely used may not be said to be very well fitted for this kind of Cross-reference work.

Taking Decimal Classification as a type, it is found that it fails to accommodate topics of great intention. The following are a few topics classified according to the Decimal Classification. In each case it is found, that the class in which a topic is placed is one of the least extension and greatest intension, admitted by the scheme.

i. Shakespeare's Heroines	822.33
ii. Iodine Content in the Pacific Coast Salmon	641.392
iii. On the weapons, army organisation and political maxims of the ancient Hindus	399.54
iv. Brahma Sutra Bhasya	181.4

But, in the first of the examples given above, the class 822.33 would accommodate all types of criticisms on Shakespeare. Some of them may deal with the botanical knowledge in Shakespeare's works, some may deal with the mad folk of Shakespeare and others may deal with the medical knowledge in his works and so on. Is it convenient to label all such divergent topics with the same number? Such a promiscuous grouping will go against all the laws of library science. The fact is, the class represented by the Decimal Number 822.33 has a much greater extension and much smaller intension than the topic 'Shakespeare's heroines'. With such loose fitting class numbers, it is not practicable for the catalogue to assemble together, by its cross-references, all the material in the library on the given topic 'Shakespeare's heroines'. It is because the scheme does not provide a class number that will tightly fit a specified topic, i.e., admit under its label neither more nor less than the specified topic.

Similarly the Decimal Number 641.392 has a much greater extension and a much smaller intension than the topic 'Iodine content in the Pacific Coast Salmon'. As a matter of fact, this class will accommodate all topics on the food value of fish.

The class 399.54 is to accommodate the customs of war, etc. Such divergent topics as, Weapons, war dances, treatment of Captives, etc., will have the same number. Therefore the Decimal Number 399.54 has a much greater extension and a much smaller intension than the topic 'Weapons, army organisation and political maxims of the ancient Hindus'.

Again, the class 181.4 is to accommodate all the works on the Indian Philosophy whether the work belongs to Nyaya, Vaisheshika, Sankhya or Yoga systems, and it is very doubtful whether such a grouping is convenient. This Decimal Number 181.4 has a greater extension and a smaller intension than the topic 'Brahma Sutra Bhāṣya'.

On the other hand the Colon Classification which is adopted in our library and some other University and College libraries, is designed to overcome such difficulties and render profuse analytical cross-references possible, so as to bring to the notice of the research worker even the minutest references to his subject and save him otherwise the search for the references himself. On account of the 'eight devices' it has developed, even highly specialised topics get individualised and it is this factor that enables any cataloguer to make available by means of cross-references all the resources of a library on any topic, however great the intension is.

To take the examples already shown to baffle the Decimal Classification, the following class numbers show how effectively the Colon Scheme individualises them.

i. Shakespeare's heroines	O : 2J64 : 90Y115
ii. Iodine content in the Pacific Coast Salmon	E73 : .K925410175
iii. On the weapons, army organisation and political maxims of the ancient Hindus	V44: 5029MV4: CO
iv. Brahma Sutra Bhāṣya	R66: 5x1

These class numbers have *exactly* the same degrees of extension and intension as the topics they label—neither more nor less.

As has been pointed out already, the scheme of Colon Classification has developed some special devices which make the handling of classics in any subject quite easy and efficient. The book \* on Colon Classification has given fully worked out Indological schedules. These illustrative schedules are found to be handy and serviceable by all libraries which have materials on Indian literature.

Having said this much about the scheme of classification to be adopted, let us turn to the staff that is necessary for the compilation of such a catalogue by this method. It will require a highly trained 'Technical-Staff'.

It is a matter for regret to note that the necessity for training and fitness for classification and cataloguing work is not seen by many of our educated people—nay even by some of our library authorities.

Once a highly educated gentleman, belonging to the superior Educational service was taken round a library. In the Technical Section of that library he observed that a staff of five members were engaged with the newly accessioned books. When he asked the chief librarian about the exact nature of the work done there, the librarian replied that the books were classified and catalogued in that section. The gentleman was surprised to

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\* Colon Classification by Mr. S. R. Ranganathan, Madras Library Association, 1933.



hear this and still more when he was told that only about thirty volumes could be dealt with in a day. Then the visitor made an abrupt remark 'why this waste of men and money on this kind of work? My attender who is not even an S. S. L. C., without the help of any one else, 'assigns numbers' and 'indexes' about fifty volumes a day'. Comment is needless on this statement.

At another time, it is a member of our profession who remarked, that given a good schedule of classification, any classifier having a little education will have no difficulty in choosing correct places for books. It was pointed out by him that it is enough if the classifier has a little training and a certain amount of analytical ability to correlate the symbols of classification with the subject matter of the books.

According to this gentleman, the merit of the schedule of classification is not to be measured by its capacity to individualise any topic, however specialised, but by its giving an index of ready made class numbers for topics—necessarily a limited number of them only—which will reduce the labour of the classifier and cataloguer to a mere reference to the index and save them from the trouble of reading the book carefully, deciding the different aspects dealt with, themselves constructing, according to the rules, the class number that will exactly fit the aspects dealt with.

In other words 'arm chair' classification is what is sought for. While such 'arm chair' classification may be done by people with very little professional training and very little knowledge, it will not admit of highly specialised cross-reference work, which, as we have seen, is what is wanted if the library catalogue is to be a powerful tool for the research worker.

On the other hand, both to wield successfully a good classification system—good in the sense of being capable of developing to any degree of minuteness whatever—and to write out all the necessary and sufficient cross-reference cards in all the varieties of subjects—a library that has any pretention to cater to the needs of the research workers, must have a highly educated and specially trained cataloguing staff. What is more, such a staff should have a fairly large number of hands, proportionate to the number of volumes accessioned annually—at the rate of one person for every two thousand volumes accessioned.

As to the cost that would be involved this method of cataloguing may appear at first sight a little expensive. It may be questioned whether it is wise to spend money in maintaining such a staff in order to satisfy a few people, viz., the research workers, who may form a negligible percentage of the clientele of any library. The Fourth Law of Library Science will answer the question in the affirmative and urge the library authorities to consider the wastage that would be involved in allowing the highly paid research scholar spending hours and hours of his precious time in the mechanical searching for his material, if such a staff is not provided to do the Cross-reference work.

Therefore it is evident, that a well-trained 'Technical Staff' is essential if we are to fulfil our obligation to the Fourth Law.

In the absence of such analytical cross reference entries, as has been pointed out already, every research worker who comes to the library has to spend a good deal of time with the reference librarians, in locating in the various books such material as he requires to cover the field of his study. At

some other time, any other professor or student may have the need for the same material and again the laborious search will have to be gone through.

If time after time the same searches are made, is it not a sheer waste of time both for the research worker and the reference librarian? When this fact is viewed from a wider angle, is it not a national wastage? To avoid this type of national wastage, that would be involved in research work by pulling book after book to make out a list of the library's resources, analytical cross-references are quite essential. The Fourth Law of Library Science, which is highly scrupulous in the use of time, will advocate that it is more economical from the national point of view, if we are to set apart a few members of the library staff to prepare such bibliographical aids in all possible subjects for the use of the research workers of all times. Such work once done will be in use for ever and therefore the apparently high cost is negligible since it is spread over a long period. From the user's point of view how glad will he be if he is shown at one place all the references that he requires collected together? This psychological effect is also not without value.

Hitherto, we have been considering additions to a normal catalogue. Some of the catalogues contain such details as the size, collation, etc., of the books, which are not very essential either from the point of view of an ordinary reader or a research worker. The catalogue's time and energy would be saved if such details are omitted and instead good notes are given. For example, when cataloguing William Bateson's 'Mendel's Principles of Heredity' if the cataloguer adds a note at the end of the main entry that the book contains an English translation of the original article of Mendel 'On experiments in Plant Hybridisation' it would add to the value of the book and this information will be useful to a research worker who does not know French to make use of the original article.

It may be clear from what has been said till now that the catalogue of a library should aim at the maximum fullness, and should be in such a form as to bring out the entire resources of a library. There should be no retrenchment in money time and labour in producing the best here. Though there may be only a small collection, properly catalogued it will render better service than a large collection poorly catalogued. Mere author catalogue especially of the type of some of our College libraries which are thrust upon their undergraduates for a compulsory payment, is absolutely of no use either from the point of view of a serious student of the college or the research worker. There is much virtue in the classified card catalogue with profuse cross-references and a proper index.

In the words of William Warner Bishop until the few libraries that we have in our land, 'are made the proper instruments of research we shall have to depend on the European Study . . . for the fulfilment of the dreams of those who are obedient to the heavenly vision of exact science'. Many of our young scholars who are seriously living to advance the boundaries of knowledge in their own chosen field, depend entirely on the resources of their College and University Libraries. Is it not our duty as College and University librarians to provide adequate facilities for their legitimate needs? Is it not our duty to save their precious time for better work than to allow their research work to degenerate into a mechanical search for the material required by them? Even if it be, at a high cost, to save the time of the research workers as much as possible let us try to make our catalogue full by providing ample cross-references and have the satisfaction of having done that much for the cause of research.

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# THE PHILOSOPHY OF ANCIENT INDIAN EDUCATION

BY

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It is rightly said, that the art of education consists in the philosophy of life. One cannot exist without the other and there is interaction between the two. Our concern is the dependence of education upon philosophy. For, as Spencer has said 'True education is practicable only to a true philosopher'. Our real study is about human destiny.

The answer to every educational question is ultimately influenced by our philosophy of life. The aim of education is the aim of life and education offers suggestions to achieve that end. It behoves us therefore to find out, up to what extent our system of education in ancient days has been influenced, by our own philosophy of life, whether it is possible for us to change our philosophy or the educational system or both and if so, in what manner the realisation of the same can be achieved within the region of practical politics.

It is indisputable that no Western system of education has had such a long and continuous history with so few modifications as our own system. Beginning with a remote period, when the Brahmins were on the ascendancy, it has continued and is still continuing with some of its relics. It had held a long sway over the history of India. It is evidence in point that it must have possessed elements which were of value and it could not have been unsuited to the needs of those who developed and adopted the same. Its continuity received a rude shock when it came into collision with the western culture, in places where the education was operative. That it has exercised so profound an influence upon the country as a galvanising force can in no small measure be verified by the production of many great men and intellectual giants like Panini. They developed many educational ideals, which are a valuable contribution to educational thought and practice. Their vigour is found in the productions of the science of Grammar, Upanishads and other words of philosophical nature.

But the Brahmanic education had become stereotyped and formal and unable to meet the needs of a progressive civilisation. We have to seek the reason why it was found unsuitable to the present day conditions in India. This is true not only of the Brahmanic education but also of the Buddhist education, which was an offshoot from the Brahmanic education and was very closely connected with it in ideals and practice ; while the Muhammadan education was a foreign system which was transplanted to India and grew up in its new soil with very little connection with or influence upon the Brahmanic system and was open only to that minority of the population which embraced the Muhammadan faith, with a few exceptions.

If education is described as a preparation for life or for complete living, we may say that the ancient Indian educators would fully have accepted this doctrine. But it would have included preparation not only for this life,

but also for a future existence. The harmonising of these two purposes in due proportion had always been a difficult task for educators. But in practice there has always been oscillation. In short, it stood on a footing of equality with the education in the Middle Ages in Europe. The young Brahman was being prepared by the education he received for his practical duties in life, as a priest and teacher of others but the need of preparing himself for the life after death was included in the teaching he received. The same may be said of the young Kshatriyas and Vysyas who were required not only to fit themselves for their practical work in life, but also to study the Vedas, and give heed to the teaching of religion.

The then current philosophy was the problem of the unreality of the world and the highest wisdom consisted in seeking release from the wordly fetters which held the soul in bondage. The highest knowledge was to become acquainted with the method by which release could be obtained. There was a tendency to despise the practical duties of life. The idea of the four stages seems to have been formulated to try and check this tendency by inculcating the desirability of a student passing to the state of a householder before he becomes a forest hermit or a wandering ascetic. The Upanishads show us how there was a tendency amongst the more earnest to despise the ordinary learning of the schools and preparation for this life in comparison with the higher philosophic knowledge which was concerned with the life beyond. This was not confined to the Brahmans, but the Kshatriyas and others also were affected by this movement. Buddhism in encouraging the life of meditation was like Brahmanic philosophy, was setting forth an ideal of life, which despised this fleeting world of time and hence made that education which was a preparation for the practical duties of life, something on a lower plane than that which was a preparation for the other world.

The underlying conception for all this philosophic thought was the doctrine of the transmigration of souls and that of 'Karma'. According to this doctrine, the result of all actions, good or bad, has to be reaped in this life or in a life to come and our present life is governed by our action in a previous life. A man is condemned to be born and reborn, in different forms of life, ascending or descending in the scale, and this weary round of existence goes on unceasingly unless a man can in some way obtain release and cut the chain of transmigration. Their purpose was to discover the true way by which deliverance might be accomplished. The world was regarded as a 'Maya' and the only real existence is an impersonal "Unknown" or "Brahman". The spirit of otherworldliness, thus gained a hold upon the Brahmanic schools and made them more and more out of touch with the ordinary life of the world, and helped to make them unfit to mould the Indian peoples in the paths of progress and general culture.

Whether we can change the philosophy of life or the education system or both, becomes therefore imperative on our part. An inquiry into the "pros" and "cons" would make the points clear.

It is obvious, that the sacrifice of an individual was emphasised in the philosophy of education in ancient India. He subjected himself to the rigour of self-sacrifice. He became a 'Vanaprastha', by renouncing the duties of a householder. This shows that the development of social progress was not cared for by the people of those days. If all the individuals followed the path of renunciation, the work of the world would come to a stop. But to prevent this, there were some palliatives. Those who were able to perform their

duties by remaining in their religious stations, they were not obliged to renounce the world. Hence, we read of Arjuna engaged in the work of destroying his enemies even in his original position.

The very idea of each man being born to perform certain functions in life according to his caste tended to a narrowing of the purpose of education. Thus for the mass of people, education became utilitarian. In the case of Brahmans, it was designed to prepare priests for earning a livelihood. This utilitarian plea was narrow in its outlook.

The doctrine of transmigration and karma tended to set before men a high moral standard. Men were taught to avoid even good actions as well as bad, to put a stop to the prolongation of the cycle of births. The sway of this philosophy of pessimism which allowed little place in the universe for the action of Providence, or the working of moral purpose, and there was little to encourage men to progress or hopeful endeavour.

The philosophic conception also underlay the caste system, which was justified and explained on the ground that a man was born into a particular caste according to his merits or demerits in a previous existence. Indeed, it was not without its good point. It gave stability to society. It established guilds which preserved learning and craftsmanship. It was a system of mutual responsibility. But on the other hand, it discouraged originality and enterprise and promoted stagnation and division. There was no incentive for a boy to rise above a certain level and no freedom of intercourse amongst the different occupations. In this narrow vocational system, there was no idea of general culture or of study for the sake of study, nor was there the possibility of new avenues of learning being opened up.

Again, the Brahmanic education, as well as other forms of education in India, looked to the past for its ideals rather than to the future. The ancient standards were regarded as authoritative. Thus in Grammar, after the greater work of Panini and Patanjali, the science became fixed, and though an enormous number of works on Grammar have been written in India since, it was always recognised that these ancient authorities must not be departed from. Education also became stereotyped and the same methods which were followed hundreds of years before the Christian era continued with little change down to modern times.

One of the most characteristic of Indian educational ideals is the relation between pupil and teacher. The pupil often resided in the house of his teacher. The pupil was carrying out the filial relationship not only in the respect he paid to the teacher, but also in attending to the service of his household. In the West, it is the institution rather than the teacher which is emphasised. In India it is the teacher rather than the institution that is prominent and the same affection and reverence which a western student has for his 'Alma Mater' is in India bestowed with a life-long devotion upon the teacher. Even the introduction of the Western education has not broken down this ideal. To an Indian student, a teacher who only appears at stated hours to teach or lecture and is not accessible at all times to answer questions and give advice on all matters of subjects is an anomaly. Such a relationship, no doubt, throws a greatly increased responsibility upon the teacher, and where the teacher is not worthy of his position may be attended with great dangers. But where the teacher is a man, who reaches a high intellectual, moral, and spiritual standard, there is much to be said for the Indian ideal.

There is no country in the world where the responsibilities and opportunities of the teacher are greater than they are in India.

Closely connected with the family relationship between the teacher and the pupil is the employment of monitors to assist the teacher in his instruction. The monitorial system of Bell and Lancaster, which Bell is said to have devised by seeing the method used in schools in India is but a caricature of the Indian ideal. According to the Indian idea, the more advanced scholars are associated with the master in the work of teaching, and though the system may have been originally devised to help the master in solving the problem of teaching several pupils at different stages, at the same time, it must have been a valuable training for the monitors themselves. In India, the bullying of younger boys by older ones is almost unknown, and the respect shown by the younger boys towards the older boys is very marked. The resuscitation of this ancient Indian ideal of monitors would therefore be worth a trial, and it is not unlikely that it might show very excellent results if the conditions were also fulfilled that the class should be small, and that it was composed of pupils, all at different stages of progress.

The evils of the caste system are indeed manifest. But we must not overlook the fact that it has also had its useful side, and from the educational point of view it has brought about a vast system of vocational training which was made possible by the fact that a boy's future career was determined from his very birth, for upon his birth depended both his duties and privilege in life. Moreover, this vocational training was permeated by the idea of the family, and was carried out under conditions which brought it into close contact with life. The decay of the caste system, with all its attendant evils, seems inevitable under the conditions of modern life. But it is to be hoped that as it passes some of its nobler phases may be preserved and that the vocational idea of education which it has fostered may not be lost. The tendency to extend a uniform system and so to reduce all education to the dead-level of a code-bound type is already at work in India, and the ideal of vocational training need to be made much more prominent. How to develop a system of vocational education which may incorporate the best elements of the old ideals with the claims of modern education is no easy problem, but it is one which will have eventually to be faced.

Close readers of the Indian education, are likely to get an impression, from the view point of its philosophy that the people of India are a race of impractical dreamers. That philosophical speculation has been carried to a very high point is of course true. But the practical side of life has also been cultivated, and a great deal of social life has been permeated by utilitarianism. The spiritual life is never left out of sight and in the ultimate analysis is regarded as paramount. The difficulty of the people of India had been to preserve a unity between the spiritual and the practical point of view, and this has often led to impractical other-worldliness, on the one hand, and narrow vocationalism on the other. But no view of life would be regarded as adequate which did not rest ultimately on a spiritual basis, and hence in education it is regarded as essential that a pupil's life should be lived in a religious environment and permeated by religious ideals. It is this that explains the neutral attitude of the present day Government in religious matters.

The Brahmanic settlements were most frequently situated in forests in ancient times. The contact with nature and absence of the evils of the city life which this involved, must have been important factors in creating an at-



mosphere which was most helpful in the formation of spiritual ideals. The classic poets love to depict the beautiful surroundings of the 'Asramams' and the simple life of the inhabitants in contact with both animate and inanimate nature. This is another of the ancient educational ideals, which is most important, and one that is worthy of the attention of modern educationists.

There can be no doubt, that the development of India's future educational ideals will not be governed solely by Western educational thought and practice, and in education, as in all other phases of social life, a mingling of East and West is not only inevitable but desirable. The future of India lies in its children and this land, with its vast population, presents a wonderful opportunity as well as a huge responsibility to its educators. There are and will no doubt always be, many controversies with regard to the most desirable development that its educational system shall take; but it is to be hoped that there will arise therefrom a system, which, while incorporating new and old, will transcend both in its practice as well as in its ideals.

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## ESSENTIAL VALUES OF THE FAMILY\*

BY

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Whatever values we may give to the changes that are taking place in the home and family life to-day, the existence of such changes needs no discussion. Certain of them are obvious. Many of the traditional functions of the home have been profitably delegated to various external agencies: the school has taken over some, the factory others. Recreation is coming to be a community problem; and children—and adults too—are spending more and more of their free time outside the home in pursuit of various amusements, recreational activities, social interests and hobbies.

We realize that the traditional home, the picture of home that we have come to reverence, is not the home of to-day. Although it was in some ways superior to that of the present, nevertheless it is no longer suited to the needs of life. This situation may be bound up with the progressive removal from the home of its economic and educational functions; but that is only part of the story. The home has become emptied of significant content and dynamic influence, because with the transfer of these various functions has come a specialization in social groups and interests that not only disregard the home from which they derive impetus and sanctions, but are also often in direct conflict with it.

### SCHOOL AND HOME: COMPETITION AND CO-OPERATION.

An outstanding illustration of this is the school, which started out as an educational device supplementary to the educational functions of the home. It was designed to help people transmit special techniques, the three R's, and certain traditional values related to social living and social integration. The school could from the first, as it can now, perform certain educational operations more conveniently or more efficiently than the parents.

Like all growing institutions, however, the school expanded. It has taken over more and more educational functions, as has invented and elaborated new ones. It has at last reached the stage where it carries on its own right, where it competes with other social agencies, including the home, for an increasing share of the social income; where it establishes procedures and makes demands, often at the expense of the home.

For example, the home is responsible for getting the children to school betimes in the morning, or at whatever odd hour the complex programme of the system may set, but the school is not responsible for getting the children back on any schedule. The home is asked to send the children to school clean and presentable, but the school may dismiss the children as soiled and dishevelled as circumstances determine. The teacher is more expert than the parent in transmitting the three R's and many other arts and sciences; she may even give excellent lessons in citizenship; but her teaching seems to be entirely divorced from the making of better sons and daughters, or brothers

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\* From, *New Era* May and June 1934.

and sisters, or fathers and mothers. Experience in these intimate and all-important relationships is still to be found only within the four walls of home.

### THE UNIQUE POSITION OF THE FAMILY.

We think of home as the place where young child is protected because of his complete helplessness. But it is more than that. It is a grouping of persons of various ages and distinct temperaments, all of whom are dependent upon each other. Of course the young child needs affection and security; needs, so to say, a life-line to which he can cling and along which he may venture out into new dangers without excessive risks; needs constant guidance that will serve him until he can move forth confidently and unafraid. The family serves the young child—is necessary to him—in ways that are obvious to us all.

What is quite so obvious is that the parents themselves and the grown and growing children also have need for the family group, for affection, for security, for mutual stimulation, for aid and comfort. Whether we live in a period of stagnation or in one of violent social and economic change, whether in time of peace or in time of war, the young people must of necessity depend upon the older ones for guidance and interpretation. Even if eventually the family traditions and ideals are outgrown or discarded, the growing child must be helped by the home both to meet this variety of usages and practices among the adults of the present and the past, and to reconcile the discrepancies between ideals and standards, as taught and reached, and the actual behaviour of the adult world. Conflicting assumptions, doctrines, desires and practices make adjustment difficult in even human relation. It is the continuous, usually unconscious, daily experience in the home and as a member of the home that holds together like a warp the cross-weaving of outside events, of exhortation and sermonizing, of formal teaching and of deliberately sought information and guidance.

### PARENTAL RESPONSIBILITY TO-DAY.

It is precisely because the various social and economic functions that formerly belonged in the home have been pushed into the outer world that there now stands out, bare and unmistakable, the essential function of parents in the lives of growing children. Merely providing, merely keeping a house in order, merely teaching arithmetic or automobile mechanics or cooking, merely doing any and all the things that the specialists can do as well, will not supply children with what in the end only parents can provide—the direction of the growth of personalities, the integration of divergent forces of the community so that the children come through whole.

Thus even in view of all the home has lost, we must reach the conclusion that the family is of enduring worth, not because of its antiquity or mysterious sacredness, but because it still does for people something they very much want done.

It not only protects and nurtures the helpless infant, but all through the years it supplies its members, grown-ups as well as children, with security, with affection, with moral backing, with a sense of belonging. It is true that in our confusion of traditions and backgrounds there is no outstanding pattern of family life that appeals to every body or serves everybody. But it is equally true that in every class, at every social level, the family strives for a mode of life that approaches as closely as reality ever can to the ideal pic-

ture of what the individual wants himself and his children to be, and of what he wants them seem in the eyes of the community.

Our uncertainty is, of course, due in part to the swift pace at which the world as a whole is moving; but it is also in part, and more directly, due to the fact that the family, in losing so many of its traditional functions, has also lost much in both self-assurance and social power. If it is to regain these two important qualities there must be a re-awakening in parents themselves. Their self-assurance must again be rooted in a respect for and understanding of the individual needs which the family serves. They must concern themselves increasingly with the processes that influence the emotions, that make for richer and deeper living, for the distinctively human values. Health and shelter, skills and manners, are all necessary for the welfare of the individual and of the group, but the methods by which they are attained must be re-examined in relation to what they do to people. With more and more of the mechanics of life delegated to specialists and experts, the responsibility of parents as such must turn more and more to functions and processes that cannot be delegated. The family will come through this crisis with a new kind of unity, based on its unique opportunity and responsibility to understand and to serve the individual in his need both for personal security and for integration as a member of a compact and complex social group.

#### STANDARDISATION, REPRESSION AND DISINTEGRATION.

Economic and social changes have in the past set up strong trends which our present depression merely exaggerates into emergencies. As the continuous outcome of these trends we see not only standardization in material things, but also a parallel repression of spontaneity and of individuality, and a steady breaking down of the norms of morality and decent living accepted in any single community or social group.

Both the long view and the immediate crisis bring into strong delineation those values of social living which remain distinctive to the family. Historically, it may be pointed out that every revolution has disrupted individual families, but that after every greater revolution the family has emerged changed, but not weakened. The form of family life which we now see in the throes of what amounts to a revolution had its roots in a rural agricultural society, which is gone. But there is no evidence to support the fear that the family will not survive. We may have attached our sentiment to the old oaken bucket and the family hearth, whereas we really mean adequate water supply and convenient heating arrangements. The family, as has been indicated, rests on fundamental organic and psychic needs. Its essential functions include various techniques, but also many subtle processes that cannot be systematized and standardized. It operates chiefly through manifestations of attitudes and sentiments.

But, faced with standardization, repression and disintegration, it is no wonder that the members of the family often feel themselves helpless. And yet it is in its ability to meet these inimical forces that the family, and with it our civilisation, must—and will—vindicate itself. The need is for a parenthood that knows what it wants for itself and for its children; for parents and children do, after all, constitute the living population. What is good for them cannot in the long run be bad for others, and what is not good for parents and children is not good enough to tolerate.

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# TEACHERS' SERVICE CONDITIONS IN MADRAS

## *Vagaries of Managements.*

BY

MR. S. T. RAMANUJA AIYANGAR, B.A., L.T.,  
*Secretary S. I. T. U. Vigilance Committee.*

Here are some typical cases from the log-book of the S. I. T. U. Vigilance Committee. These cases affect the life and work of members of the teaching profession, the reputation of the educational institutions concerned and the prestige of the department and Ministry of Education in Madras. Let M.L.C.'s and the public know how teachers are being treated by educational employers.

### GUNTUR CASE—UNFAIR TREATMENT.

Mr. Chebolu Lakshmana Rao, B.A., B.Ed., was serving the U. L. C. M. High School Guntur till June 30th 1934. He was entertained in July 1929 on a scale of Rs. 80-5-125-5-150. He was given an increment and confirmed in July 1930 and admitted to the benefits of the Government Provident Fund with retrospective effect. In September 1931, his salary was subjected to a cut of  $6\frac{1}{4}\%$  and in July 1932, after the usual increment was given, the cut on his salary was raised to  $12\frac{1}{2}\%$ . In September 1933, his scale was reduced to 60-3-90-5-115-5b-130 and a cut of  $12\frac{1}{2}\%$  on the reduced scale was imposed. In March 1934, the teacher's services were terminated on 3 months' notice. The teacher states that there is nothing on record against him either by way of dereliction of duty or professional misconduct. He has served the institution loyally for five years and the rewards of service have been what appears to be annual breaches of contract and termination. This is a typical example of arbitrary treatment by management of teachers, of contracts enforced against the free will of a party and of unmerited termination. The teacher has complained to the D. P. I. through the S. I. T. U. against unfair treatment. Is the department of education which enforces the contract seized or not of the duty of maintaining the balance impartially between employer and employee? Or, does the D. P. I. advocate resort by teachers to normal law for protection? The Department which controls is bound to protect parties from abuses of the contract. The S. I. T. U. will wait and see.

### BODI CASE—DISPUTED TERMINATION

About the 24th June 1934 the services of two L.Ts' were terminated by the correspondent of the V. M. High School, Bodinayakanur on the ground that their (?) results in the S. S. L. C. Public examination of March 1934 were poor, and that in the eyes of the management, they were inefficient. More teachers of the school have been threatened with notices, if results do not improve. The teachers, it is understood from local enquiry, dispute the reasons adduced and plead that they alone are not responsible for results. Here then is a dispute between employer and employee and there can be no two opinions about the need for arbitration in a matter of this kind. The correspondent

who is an M.L.C. by name Rao Sahib Alagannan Chettiar is understood to be reconsidering the cases under reference in the light of representations made. The case is an interesting example of punishing the teacher for results for which he alone is not responsible. At this rate, no teacher's service would be safe. Hence it is that the S. I. T. U. bill on teachers' service conditions wants a definition of the obligation of teachers in non-government service.

#### MADURA CASE—ABRUPT TERMINATION.

Mr. K. Rajagopala Aiyar, B.A., L.T., Assistant Master in the Sourashtra High School, Madura entered the service of the school in July 1929 and had an unbroken service in the school till 16-7-34. In spite of the Madras Educational rules, which is the Departmental Bible, there is no agreement between this teacher and the management. On 12-4-34, the executive committee of this school by a resolution extended the services of Mr. K. R. Aiyar up to April 1935, obviously as a safe-guard to evade the D. P. I.'s circular against endless probation of trained teachers. On 16-7-34, Mr. K. R. Aiyar's services were abruptly terminated on two months' salary in lieu of two months' notice. Here is a case of violation of the letter and spirit of the Madras Educational Rules. A trained and certified teacher is suddenly turned from the school into the street, his prospects and career cut off, for no fault of his own. It is understood this abrupt termination is the result of an alleged sub-communal policy whereby the teacher of 5 years service has been sent away on the plea of reduction of classes, while temporary Sourashtra teachers have been retained. It is unfortunate that the realm of even education is vitiated by communalism.

#### TRICHY CASE—DENOMINATIONAL POLICY

The Bishop Heber terminations necessitated by the "re-organising and re-conditioning on an efficient Christian basis" of the two high schools in Trichy are having their reactions. Public discontent is manifesting itself in the concrete form of a deputation to the Minister and the D. P. I. during the ensuing legislature session in this connection.

#### TANJORE CASE: PEACEFUL SETTLEMENT.

Mr. P. Sundaresa Aiyar, B.A., L.T., of the Kalyanasundaram High School Tanjore, whose services were terminated on the basis of some charges against him, appealed to the D. P. I. and the S. I. T. U. thanks to the reasonableness of the K. H. S. authorities, the previous resolutions against the teacher have been cancelled and the teacher has been given three months' salary. The action of the management leaves the teacher free with honour. The thanks of the S. I. T. U. are due to Mr. Erlam Smith and the Department of Education for effective intervention.

#### THE ERODE CASE.

The Erode Mahajana High School case is sub-judice in the appeal court at Coimbatore.

There are many more instances of such gifts of educational employers, disfiguring the beginning of the new school year. Some are known and many are not known owing to unnecessary humility on the part of teachers. May I humbly appeal to all Secretaries of Teachers' Associations and Guilds

to send reports of these terminations, so that the department may be appraised of them then and there? Teacher Members of District Secondary Education Boards can raise these questions locally in each district and give some life to the moribund Secondary Education Boards. District Educational Officers, as the Local Education authority, must exert their influence to end these abuses and disputes arising out of the contract. Each guild must form a non-official arbitration Board to rouse the Department to its sense of duty to arbitrate in cases of reported disputes.

But above all the S. I. T. U. has to knock at the doors of the D. P. I's office and move M. L. C's. to act on the floor of the Legislative Council to draw public attention to these grievances of teachers. The "Hindu" with its net work of own correspondents can considerably help the assembling of such information in public interest if local correspondents are definitely, without fear or favour, asked to report terminations of teachers' services in recognised educational institutions.

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## TIT-BITS FROM THE EDUCATIONAL WORLD

BY

ANGLER

### GUIDANCE FROM U. P.

The United Provinces Government is amending the form of agreement between teachers and managements with a view to prevent arbitrary termination of teachers' services by Managements. U. P. is thus following the example of Bengal, Ceylon and Cochin in tackling the vital question of the relation of aided school managers and their employees. In Madras, in spite of the S. I. T. U's. persistent demand for enquiry into abuses, and statutory redress of grievances, the department of education sees no reason to interfere.

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### DEPARTMENTAL ATTITUDE

In reply to a reference from a teacher in Trichinopoly, the department sees no reason to interfere against the Management. The facts of the case are as follows. The teacher in question is a contributor to the Provident Fund Scheme. He has seen more than two years service in the institution. He was not admitted into the agreement in vogue in the school. His services were terminated by his employer on one month's notice, while the service rules of the school he was serving provides three months' notice. He appealed to the Department for interfering with what he considered to be unmerited termination. The Department sees no reason to interfere! Whatever normal law might have to say on the issues raised, the Department which enforces the contract is morally bound to protect the teacher and retain its prestige. The Department will do well to make the following clear :—Is a teacher admitted to the benefits of the P. F. Scheme of government a permanent teacher or not? Is it not the duty of the Trichy District Educational Officer to see that the Management does not violate the D. P. I's circular regarding probationary teachers, which in this case has been ignored for reasons best known to the Department? Should not D. E. O's see that teachers of more than a year's service in the same school enter into an agreement with the Management? Where a teacher is not allowed to enter into an agreement, do not the service rules of the school bind, his service and termination of service? Teachers might well ask what is the morality of this procedure and what is the prestige of a department of Education which remains indifferent to violations by managements of Educational rules and circulars! Look at U. P. and look at Madras.

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### GOVERNMENT AND AIDED MANagements

The questions above referred to raise the issue of the relation of Government and aided Managements in Madras. A manager of Allahabad, is reported by the *Leader* of Allahabad to consider the amending of the contract as an encroachment on the powers of the Management. A study of the history of the Education movement in India must reveal to any careful student that the so-called policy of encroachment is no new thing. Did not the Hunter Commission recommend a new system of inspection, direction and gradation of schools? Has not the Department of Education exercised control through inspection, recognition, control and grants? Does not the Department interfere regarding standards of Education, text-books, courses of study, examinations, admissions, promotions, recognition and staffing? Is it not the duty of the Department to see that the Educational rules are kept up, that abuses do not creep in, that violations of rules whe-



ther by employer or employee are punished in the interests of efficiency, sound organisation and discipline? Is it not Government's duty to keep the equilibrium between Managements and Teachers? Will the Department make its attitude clear to maintain its integrity?

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### TEACHING OF ENGLISH COMPOSITION

A recent circular of the S. S. L. C. Board points out what it considers deficiencies in the present state of composition work in schools and suggests remedies for adoption. One might well wish that the English of the circular might have been revised by some English teacher before it was issued. The circular talks of deficiency of teachers in Forms I to III and seems to think that graduates can do better work than non-graduate teachers and that therefore graduates might be employed for teaching English in middle school forms. What applies to middle school masters equally applies to graduates, who have similarly been products of mis-direction and who exhibit greater deficiency in knowledge of grammar at the present day, than trained and certified secondary grade men. In 95 per cent of High Schools, in spite of L. T's. handling English for 3 years in the High School stage and in spite of S. S. L. C. English work being done by Head masters of Schools, the English output of a school final boy is revealing itself to be a telegraphic code. The lesson is that English should be taught, not by every one in each school, but by teachers, whatever their qualifications, who know English, who can teach English and who like to teach English as a language whose rules of speech and writing should be learnt for its own sake, instead of for the deleterious S. S. L. C. Examination, which is responsible in schools for the neglect of the fundamentals in the teaching of English. The directions for correction and re-writing and re-correction of corrected work reveal a woe-ful ignorance of the conditions of work of the teacher of English in high schools and the time at his disposal. When will the Department consult teaching opinion and adjust itself to it, in matters concerning teaching?

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### DISTRICT BOARD TEACHERS

The Special Officer appointed by Government to re-organise District Board service is, it is said, about to submit proposals regarding service conditions of teachers in Board High Schools, on the same lines as for teachers in Elementary Schools under Boards. Any reorganisation must not be retrograde and it is hoped the Ministry of Education will check the play of communalism in the appointment, recruitment and treatment of teachers in District Boards.

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### LEGAL GUARANTEES FOR PUBLIC SERVICES

In other countries, like France, Germany, Great Britain, Italy and Switzerland, stability of service is guaranteed legally. Measures to prevent arbitrary action, the right of parties to be heard, the necessity of justifying decisions, the right of appeal, the organisation and working of disciplinary bodies are matters of the highest importance to the teaching service in India, especially in the light of regulations obtaining in a number of countries. It is the business of teachers' organisations to assemble these and educate the Government, the legislators and Managements.

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### REVIVAL OF HEADMASTERS' ASSOCIATION

An attempt is being made to revive the Madras Presidency Headmasters' Association. The old Association stopped with getting a few crumbs for its office-bearers in the shape of examinerships, S. S. L. C. Board memberships and Senate entry. The new association if one is formed, must justify its existence. It must not arrogate to itself any superiority complex by virtue of the accident of its members being Headmasters. It

must in matters professional and educational be a subordinate affiliated organisation under the S. I. T. U. It can do a lot of useful work by finding out the weaknesses of schools, the wastage and the means to educational recovery through linked work, correlation and co-ordination of school work, through scientific investigations and experiments in methods of teaching. It must try to make Headmasters realise their duties and obligations themselves before claiming provincialisation. Standardisation of salaries and such other special class privileges which to day are undeserved, seeing that headmasters have to sink or sail with teachers and be guided by common professional conditions of service.

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#### EDUCATIONAL SCANDALS

While Education is supposed to be progressing, culture is distinctly deteriorating. This is due to continued inertia of Government in the Ministry of Education to the abuses prevalent and the want of a policy and plan for educational recovery. Text-book scandals, corruption at examinations, leakage of papers, manipulation of marks and results, administrative partialities due to communalism, malpractices of managements,—all these are abuses which call for enquiry and report. In particular, the preparation and prescription of text-books must be left to Teachers and Teachers' Unions, and not to D.E.O's. and the Department and to Presidents of District Boards and Managements in order to end the alleged unearned perquisites which some are said to earn through such privileges. Examinerships must not go to members of the S. S. L. C. Board or to non-teachers unconnected with school and college work. The healthy rule obtaining in respect of the Syndicate of the Madras University must equally apply to members of the S. S. L. C. Board. A departmental commission must enquire into existing scandals and bring to book all who are abusing their position and bringing educational and moral standards into contempt in the prevailing no-man's land of Education. Many teachers can lead in camera evidence about these scandals in a duly constituted public enquiry.

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## GLEANINGS

J. Compton writes in the *New Era* for June 1933 the following valuable note on the Teaching of English Composition.

### WRITTEN COMPOSITION—

#### COMPOSITION THROUGH READING

Nearly all schemes for teaching the young to write, devised during the last ten years, have been based on the idea of teaching composition through reading. They have been inspired by a passage of Stevenson's in which he says that he played 'the sedulous ape' to many masters and that when he found anything he liked, he set himself to copy it. The value of this precedent is questionable, since, to quote Professor Saintsbury, 'It is a common-place now that only towards the end of his too short life was he on the point of acquiring a style perfectly natural, free and his own.'

While the principles of learning to write through reading has its value, it has also its fundamental weaknesses. For a boy or girl to try and write like Hazlitt or Addison is nonsense; yet owing to the apparent simplicity of their style, these authors are frequently chosen as models. The boy or girl simply tries to copy their way of writing which is not imitation in the true Aristotelian sense, but mere mimicry. Unfortunately, too, it is always easier to copy the bad than the good. The child does not think of style as the very heart and core of writing, but as a superficial adornment. He looks for the tricks and tries to copy them, whereas we want him to be simple, direct and honest.

#### TEACHING COMPOSITION AS A CRAFT

The teacher of composition has three main tasks: he must teach the child to write simple and correct English; he must give him a taste for straightforward English and an aversion for jargon and bombast; and he must watch for native talent and help it to develop.

Composition should be taught not as an art, but as a craft. There should be no place for literary artifices. The child must learn to handle a pen in the same way as he would learn to handle a chisel—he must know what he is about and he must be precise and exact. If a boy has nothing to say in wood, he will never make a carpenter; if he has nothing to say in words, he will never make a writer. The essential and basic aim in teaching composition must be to discover what the child has to say and then to enable him to say it.

#### OBSERVATION AS THE FOUNDATION OF COMPOSITION

A good training in English must also be a good training in observation. We can train a boy to observe even if we cannot give him linguistic power. Careful observation of things seen and the subsequent description of them should therefore be the foundation of early composition.

#### ORIGINAL COMPOSITION

The possibilities of the five minutes essay have not yet been fully explored. It teaches the child to put down the first idea which enters his head. The old theory taught as a divinely appointed fact that a composition must have a Beginning, a Middle and an End. The five minutes essay makes the child plunge into the middle at once. The ordinary child, faced with the problem of writing an essay in 30 or 40 minutes, will fumble for some striking opening sense and never come to the point at all. When the time is limited to five minutes, he is forced to write down quickly all he knows about the subject; and quick writing does not necessarily mean careless writing. Many journalists, for instance, turn out lucid, admirably written articles at great speed.

The average child, confronted with a topic, a pen and a sheet of paper, bunches up his muscles so that he is mentally and physically tense. But no writer has ever written well except when spirit, mind and even pen, all moved easily. Before children start to write, they should be comfortably relaxed—a friendly talk or a joke will often remove the tension.

Very few children realize that an idea grows in the mind while you are writing or speaking; yet a sentence may grow and change as it is being spoken or written. For this reason, I do not advocate the consistent and regular use of a preliminary scheme. A 'plan' may be useful to clear the mind about the shape of the essay, but it should be discarded directly it ceases to fit the growing idea.

It is now generally agreed that the subjects set should be concrete, understandable and attractive, and it is good plan to give a backward class a lead. Give them the first sentence; but see that it is a lively and provocative one which will suggest a whole set of pictures. In composition children must learn to gather together all their odd bits of knowledge and all their impressions and then to arrange them in a proper and pleasing sequence. Selection and arrangements are purely matters of technique and can be taught but the child must also learn to visualise clearly and to grasp the importance of detail. The difference between a good and a bad and a dead, composition very often lies in the use made of detail: accurate observation gives a suggestion of vitality that vague generalisation can never give.

#### VOCABULARY

There is a whole range of half-ideas which the child cannot express; and this is the domain which it is most interesting to explore, but in which it is most important to recognize the limitations of vocabulary. Dr. Montessori came up against this difficulty in teaching small children: she has found, for instance, that mathematical operations are quite simple if we do not attempt to explain the process in words. But very young children can do square and cube roots with apparatus. In fact, we are constantly faced with this inability to find words: the most significant moments in life are those for which we have no words. There is a whole range of meanings and ideas for which only the very skilled person can find a vocabulary. When we come into the child's world of half ideas, it is essential that we should recognise it and abandon any attempt to make children find words when words do not exist for them.

#### THE STIMULUS OF AN AUDIENCE

The child at school will find his incentive for good speech and writing in the stimulus that comes from a good audience. He should feel that it is his business to interest that audience, which, as far as composition is concerned, consists of his teacher. It is the teacher's business to handle his work so that it is valued according to the interest aroused. If the child realizes that he is writing for somebody the exercise ceases to be purely academic and gains a reality which the old type of composition had not, for the criterion by which it is judged applies to every writer, whatever his status.

#### ORAL COMPOSITION

If an oral composition lesson is dull, there is something wrong, and no manual of Teachers' Aids will help, for they merely deal with an artificial situation, whereas the teacher is out to employ the resources and vitality of real human contacts. In teaching this subject, we have to beware of the desiccated and sterile conversation—reminiscent of the old-fashioned French exercise—which is so often called oral composition. It is a pity that we cannot forget that it belongs to the English Syllabus and teach it in the craft rooms.

No satisfactory technique has so far been evolved, yet all manuals stress the importance of class discussion. But what we want is not a formal discussion which has hardly started before it has dried up, but an easy, natural conversation. And this is no easy thing to contrive with a class of forty. No method will guarantee that an able and stimu-

lating teacher with an average class will produce exhilarating, helpful and instructive talk, in which all the members of the class participate, at a moment's notice.

### THE DRAMATIC METHOD

The dramatic method has not yet been fully tested. If we had better knowledge of miming, we should be nearer the solution, for miming produces speech-release as the result of easy body movements. Any child who is formally and directly asked to discuss something will find it very difficult to do so, unless he is an unpleasantly loquacious creature. But put him into the body of someone else and there is an amazing difference. Arrange a street scene, for instance, with cab drivers, policemen and so on, and then hear the gabble. But it must be directed gabble; there must be a central incident, and careful preparation is essential. But by the dramatic method, it is possible to get that release which is the essence of an easy conversation.

Lecturettes and debates are devices which are sometimes useful, but though they may be valuable for bright children, they are not nearly so effective with average children and quite worthless for dull ones. Debates have their dangers; personally, I do not find the art of debating wholly admirable. It tends to give children the impression that what you say is less important than how you say it, and that it is better to score verbally than to say what you mean.

### CORRECTIONS

Corrections should always be constructive. Lately, teachers have adopted an elaborate code of symbols which has obvious advantages and equally obvious disadvantages. It gives the impression of a mathematical scrutiny—not of the friendly interest of a friendly reader. Personally, I am not convinced that there can be any scale for marking compositions, except in large scale examinations when this kind of computation is clearly necessary.

Revisions and corrections should be done in short periods and they should never intrude upon the time belonging to an original exercise, for they are never as important as a first writing.

### DICTATION

This can be an extremely useful exercise if it is not confined to pure spelling, but is taken as a test of memory and intelligence as well. The passage should have intrinsic interest and it should be read once only.

### PARAPHRASE

The old indiscriminating type of paraphrase was senseless, but it is useful to make a child express, the meaning of a passage in his own words—provided that it is a prose passage, or at any rate, not great poetry.

### PRECIS

This also has its value, for it is essential that the child should learn to summarize. It is a first-rate test of intelligence provided the matter is within the child's comprehension.

### LETTERS

Letter writing is clearly useful though we do not as a rule distinguish sufficiently between the formal and the informal. All letters should satisfy one test: they should read like a piece of good talk. There are two different kinds of talk—talk to an employer or a customer and talk at one's own fireside. Even the formal letter corresponds to the first kind, and if we remember this, we shall be able to save the child from the business man's worst jargon. Most people who dictate letters in stereotyped phrases do so to save trouble, but the typist who can write a good letter from a few instructions will never be without a job.

### GRAMMAR

In the senior school, the pupils should know the parts of speech and be able to analyse a sentence: but this will not help them to avoid grammatical errors. A boy does

not start saying 'You were' instead of 'You was' until he comes to employ the correct locution by habit. Conversation at school should teach children to use the correct speech form as a matter of habit, and then they will have a background of grammar to account for the difference between speech in the school and speech in the streets.

Speech is most virile when it casts its nets wide and draws phrases out of the floatsam and jetsam of everyday life. It is not our business to try and perpetuate outworn speech forms though we should try and eradicate vicious innovations. We should teach children to use words with accuracy and care, and we need be less afraid of slang than of the devitalized and pseudo-literary forms of spoken English.

### ADULT EDUCATION BY RADIO

In the course of an address before a conference on the use of the Radio, Mr. James A. Moyer of the Massachusetts State Department of Education said:—

Education by Radio has been a pioneer activity in Massachusetts. It is well known that the first collegiate broadcasting station was in Massachusetts, at Tufts College, and Massachusetts has the distinction of having organized the first University extension courses by radio with provision for home study with the aid of a syllabus supplemented by written assignments and leading to certification—really only a variation of the well known correspondence method of instruction.

There was a time when these courses by radio were so much in demand that there were enrolments from nearly all the states east of the Rocky Mountains and north and south from Newfoundland and Labrador to Florida and Texas. In one course more than 600 were enrolled for certification, and the listeners were heard from in European countries. Such were the glowing prospects when the "air" first became available for broadcasting education. I was most touched by the letter from the mother of a family living in an isolated farm house near Osborne, Ohio, which was somewhat as follows: "I want to enrol in the course you are broadcasting. It is such a fine generous offer for folks like me who simply can't get away from home and yet who dread the thought of stagnating because of isolation."

It was not uncommon to note encouraging headlines in the newspapers such as these: "Radio May Make of Rural School a Modern University in Miniature"; "Radio's Greatest Field is in Popular education"; "Culture by Radio"; "A Radio University"; "A College Education by Radio"; "Radio—The Modern Educator"; "Progress in Adult Education by Radio in the South"; "Possibilities of Radio in Public schools Are Limitless"; "Ignorance now difficult with Radio Schools"; "Radio and Cultural Education"; "Radio Democratizes Higher Learning"; "People's Radio University"; "Extending Cultural Education by Radio"; "Radio Colleges"; "Educational Democracy by Radio"; "College Radio Courses"; "Great Educational Institutions to Educate Millions Instead of Thousands by Radio".

So far as I can see we have drifted into a mire. Educational broadcasting has not made good in this country. The glowing prospects of five or six years ago have not materialized. For example, in 1927 Merlin H. Aylesworth, president of the National Broadcasting Company had fond hopes for the future accomplishments in radio education.\* He said radio broadcasting has thrown the door wide open to those who would raise the level of national culture by greater educational opportunities and to the millions who yearn for some of the advantages of higher education.

The problem of adult education is to reach the adult in his home rather than to bring him to the classroom. From this standpoint radio broadcasting can be made the greatest agency of public education. Now what are the reasons that we have failed to

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\* *Boston Herald*, March 4, 1927.

give the "radio public" as it is called the cultural advantages that seemed so nearly within our grasp a few years ago? Fundamentally there has been a lack of planned co-operation between those having the disposition of available time for educational broadcasting and the tax-supported institutions that should be most interested in making available to all the people the best possible cultural advantages. In my connections with State universities and land-grants colleges, I have heard a great deal about taking the University to the people where they live—taking the college to the people. Most of the tax-supported institutions have failed to make the most of the opportunities that were theirs by the means of radio broadcasting. The policy seems to have been to spend hundreds of thousands for vocational demonstration services—a very expensive method—and a few thousands for technical operation and next to nothing for talent. Getting along with free services in educational broadcasting has been about as successful as university extension and other extra-mural courses would be if given on a volunteer basis. A fundamental mistake was here made in the early days. At first, because of the novelty really good programs were prepared with unusual care. It was a mark of distinction to be invited to give a radio-broadcast, and the best talent was obtainable on a no-fee basis. But as the novelty wore off there was less preparation and the lesser lights had to be substituted. As it is now collegiate programs are not as good as they should be. Comparison of the lecture work over the radio with the educational "talks" of the British Broadcasting Corporation puts the American product in a very inferior position.

Lack of any sense of showmanship, too much "academic self-consciousness", too many inferior lecturers, and inadequate financial support are the chief reasons why the radio programs of collegiate institutions have reached fewer and fewer loud speakers.

Yet in the early days of radio most of the broadcasting was controlled by collegiate institutions. Gradually the commercial broadcasting stations expanded their programs until they had occupied nearly every worthwhile air channel. Collegiate institutions lost ground steadily by continuing to put on programs by inferior artists and lecturers which a discriminating public simply would not listen to.

Our educational institutions would never have had to fight to retain their air channels if their programs had been comparable to those of the English tax-supported radio system which broadcasts only the very finest of educational "talks" and musical and dramatic programs which carry no advertising.

Yet despite the present subordinate position of educational institutions in the broadcasting field, there is a growing insistence on the part of listeners for more serious and better programs. They are becoming weary of nothing but crooners, middle-aged gags, jazz orchestras, and more crooners.

The time is at hand for constructive efforts toward the development of new educational programs, planned for the general public by people who know what the public is interested in, and most important, by individuals who know how to "put it over."

A great stride forward would be to place more and more responsibility for such educational broadcasts upon librarians, newspapermen, magazine editors, public officials, and professional artists of the stage and concert hall.

The issue resolves itself into a question of whether or not the American public is going to continue to be hoodwinked by commercial radio interests. Education by radio should be objective of national planning, not the incidental by-product of private enterprise. Only by adequate public control of radio time will this be brought about.

The Director of the National Advisory Council on Radio in Education stated recently that there is an apparent tendency toward planned radio-programs—that is, the planning of radio programs in an evening or during a week that will put together broadcasts of the same type. For example, from 6 to 8 o'clock in an evening for a given station there would be only dramatic presentations; from 8 to 10 popular music; from 10 to 11 political addresses, and the like. This is a commendable tendency, and should be encouraged. It may be significant also of an effort to promote planned cultural broadcasting



to take the place of the present jumbled programs that listeners get from every commercial station, evening after evening. Tax-supported broadcasting stations have always accepted this principle in making program arrangements. This effort at planning on the part of the commercial stations marks, therefore possibly a recognition of the excellence of the program planning of non-commercial stations, and an effort to follow a good LEAD.

This effort at program planning should have the support of those who realize the objectionable, unnecessarily the exciting types of dramatic presentations called "dramatic sketches", that are now broadcast from many commercial stations during the early evening hours when young children are likely to be attentive listeners. Exciting dramatic broadcasts during the early evening hours have many of the objectionable features of motion pictures of similar subject matter. Dramatization unsuitable for children as presented in motion pictures, is, however, much more easily controlled than the broadcasting of similar subjects, for the reason that children can be sent to motion picture theatres only when suitable or at least the less objectionable kind of pictures are on the program.

We may as well realize that opportunities for educational broadcasting, as now made available to educational institutions by the commercial stations, are not satisfactory arrangements for either the stations or the educational institutions. The commercial stations must necessarily have misgivings about putting on the air at their expense the type of educational program that is currently offered to them by educational institutions, the services for educational broadcasting being unusually those for which no compensation is given. In this connection there is another interesting fact, and that is the diversity of opinion among educators as to how educational broadcasting can be best arranged. There are some who believe it is necessary that separate channels be set aside for the exclusive use during the day and evening time for tax-supported educational institutions or by departments of education of the federal or State governments; and, on the other hand, there are those who are convinced that the absolutely free expression of views, especially political it is necessary for education and similar services to have a definite time allotment from the commercial stations.

#### CHILDREN'S BOOKS IN SOVIET RUSSIA

Lydia Nadejena writes in *The Nation* of the 11th July 1934 :—

Since 1917 children all over Russia have been "looking for books." And Soviet educators and teachers, the best writers of children's stories and verse, and many of the foremost artists have been busy creating a new juvenile literature. It was only after a period of experimentation that they realised what the children needed. They found that Soviet children, like all other children, take a healthy interest in happy, not sentimental, truly dramatic stories; they want stories that deal with realities, not fantastic and remote bed-time tales.

In tracing the growth and evolution of juvenile literature in Soviet Russia since the revolution one is at once struck by the progress in child education. In 1914-1915 only 4,793,398 children were being taught in Russian elementary schools of all categories; now there are more than 24,000,000 pupils. There are 7,000,000 children in various pre-school institutions, which were hardly known in pre-revolutionary Russia. In three years, 1929-1931, the number of new works published for children increased from 70 to 500. And the demand for children's literature is so great that from time to time it even produces a shortage of paper. The records of the "Gosizdat" (State publishing house) show that some children's books with a first impression of from 10,000 to 50,000 copies were rapidly sold out in the course of a few days in cities like Moscow or Leningrad alone. In fact, the demand for children's books became so imperative that a special State publishing house for juvenile literature was lately founded, having a definite program, and organised according to subject matter and the readers' age.

The development of this **GENRE LITTERAIRE** has followed all the vicissitudes of the great struggle in Russia. Immediately after the revolution came a complete repudiation of the old "Juvenile literature"—stories with a moral purpose, which dealt mostly with such themes as jealousy, infidelity, deceit, and knavery, and too often failed to present them in terms the child could understand. Even the ancient fairy tales and Russian folklore were excluded. During the civil war period the professional writers of those days endeavoured to reflect in their books for juveniles the actuality of that crumbling and chaotic environment. Soon, however, they began to realize that such literature represented a blundering misuse of revolutionary material, in which grown-ups chose their own themes and served them up to the child without regard to his psychology and sensibilities. The Soviet child simply was not "taken" by this kind of literature and it was the realization of this fact that brought about in great measure a reversal of method and a new slogan. Instead of "Literature for children," Soviet Russia must create "Children's Literature." When Maxim Gorki was asked what was the most desirable type of children's stories he replied that the stories must be told in a way that was amusing to children, not to grown-ups, and that to make a story or a book amusing for children "we must realise that we ourselves have much to learn from the children."

In order to learn from the children it was necessary to establish a proper contact with them. This was done through the Soviet Literary Guild, which has a special section for juvenile literature. Authorities in various fields of Science were invited to participate. Specialists supplied correct informative material; to make this material readable and appealing to the child, the collaboration of outstanding profession writers and artists was obtained, with admirable and novel results.

It is important to realise that the authors of children's books in Soviet Russia are not detached and isolated writers, obliged to please publishers who are concerned mainly with the question whether or not a book is marketable. The only object is to please the child. Soviet authors gather in the Children's Sections of the Literary Guild, where each author reads his individual work; then, it is discussed from the point of view of its subject matter, the form in which it is presented, its language and its illustrations. Sometimes after a series of reading and heated typically Russian discussions, the new work, ready for publication, is taken to various schools, to the so-called "Juvenile Literature Matinees". There the author reads the book to groups of children of various ages, notes their reaction, discusses it freely with them. Having learned the Children's actions, he then, completes, corrects, or recastes his book accordingly. And these juvenile literary matinees are not dry, laboratory experiments in Psychology; they are gay and amusing performances in which the children take a very active part.

In Russia vital contact has been set up between authors and children. Soviet pedagogists and authors have learned many things from children and have drawn some valuable conclusions. They have realised that it is just as important for the Soviet child to learn how to use his imagination as it is for him to learn how to measure things. They also soon found out that in order to appeal to a child's mind, a book or a story dealing with a popular scientific theme must be not merely correct but also artistic and moving. Realizing the importance of creating literature of this kind, the authorities "mobilised on the children's literary front"—to use the characteristic Soviet phraseology—not only the best Soviet pedagogists, writers, and artists, but also engineers, chemists, doctors, and technological specialists of every kind.

The eager and earnest search for an adequate children's literature has finally brought about the re-admission of the old classics and folk tales of Russia, whose rich yet naive language, striking use of metaphor, and the imaginative qualities are now again fully appreciated in Soviet Russia. In order to broaden the mental horizon of Soviet children and give them knowledge of the world at large and of life in foreign lands, a great many foreign classics have been published greatly, including the work of such authors as Jules Verne, Charles Dickens, and Fenimore Cooper.

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## NEWS AND NOTES

### MILK RATIONS IN SCHOOLS

During the long discussion on State help for the milk industry, which took place in the House of Commons last Thursday there were frequent references to schemes for the distribution of milk to school children. Parliament voted £1,000,000 to be spent during two years in increasing the demand for milk. The Minister of Agriculture said that the new grant is to be given to Milk Marketing Boards on condition that they contribute at least £ for £ and he made it clear that no grants would be available unless provision is made "for the supply of milk to schools at reduced rates". A very considerable extension of the present arrangements for the supply of milk to school children may now be expected. It is stated that about 900,000 children attending elementary schools received a milk-meal at school each day. It may be necessary for the Union to ask for professional safeguards as in the case of the provision of meals for necessitous children but on the substantial issue the teachers are whole-heartedly on the side of the children.

(The Schoolmaster and Women Teachers' Chronicle, June 7th 1934, Page 950.)

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### AUSTRALIAN COUNCIL FOR EDUCATIONAL RESEARCH

#### *The problem of classification and promotion of pupils.*

In view of the great importance of the problem it is rather surprising that Australian discussions on education do not more frequently include the question of how children should be grouped in school. Should classification be on an age basis, or should it be on the basis of scholastic attainments? Should it be based on some combination of these factors? Should the class group be so constituted as to cover as small a range of ability as possible? Should the specially bright and the specially dull pupils be put in classes by themselves? If so, what limits should be used for marking off these groups? Should such pupils be taught in separate schools? Even after making provision for extreme cases how can we best provide for the different rates of learning of the children who are left? Should specially capable children be allowed to proceed through the grades at a rate greater than the average or should they be kept in the ordinary grades and given an "enriched" curriculum? What is the actual amount of "retardation" in our school; that is, how many children fall behind the normal rate of progress? How many children are retarded in the truest sense, that is, in making progress at a rate which is normal for them? Is it a wise policy to insist that a child who fails in a grade shall spend another six or twelve months in "repeating" the grade? How should "failure" be defined, is it wise to insist that a child shall pass in all subjects, if not, are some subjects more important than others? What degree of reliability can be attached to the examinations by which we judge the child's progress? Can intelligence tests help in predicting a child's probable success in school work? What amount of over-lapping in scholastic attainments is actually found as we pass from class to class in the average school?

It is obvious that many of the most fundamental of our school problems are involved in this question of school classification and promotion. In Australia at present we do little more than "muddle along" with very few serious attempts to investigate the situation and with a surprisingly small amount of discussion of the fundamental principles on which classification, promotion, and differentiation of curricula should be based.

In these circumstances it is interesting to note that the Council has recently undertaken the publication of several reports bearing on different phases of the problem in question.

(From the "Education Gazette" 2nd July, 1934.)

## LEAGUE OF NATIONS' STANDARDISATION OF VITAMINS

The second International Conference on the standardisation of Vitamins convened by, and held under the auspices of the Health organisation of the League of Nations was held in London from June 12th and 14th under the Chairmanship of Dr. E. Mellanby, Secretary of the Medical Research Council of Great Britain.

The report of the Conference recommended provisions for two years for international adoption, standards and units for four vitamins A, B, C, and D, concerned with growth and infection with beri-beri, scurvy, and prevention of rickets respectively. Since certain of the standard preparations recommended for adoption were not available for general use until 1932, the present conference had at its disposal the results of two years experience with the provisional standards.

As in the 1931 report, standards and units are recommended only for 4 vitamins, the possibility of adopting standards for vitamins B<sup>2</sup> and E was considered at the present conference. Many hold that insufficiency of Vitamin B<sup>2</sup> causes Pellegra and that Vitamin E is necessary for successful reproduction in both male and female. The Conference felt that our present knowledge of these vitamins, and of the pathological results to which their absence gives rise, is still insufficient to justify the adoption of standards and units.

The standards for Vitamins A and C, provisionally adopted in 1931, have been altered. The substitution of more clearly defined and more easily reproducible chemical substances is a useful step in advance. As Vitamin A, pure carotene has been chosen in the place of the standard preparation of carotene recommended by the previous Conference. The Vitamin C standard chosen is ascorbic acid, a substance which the work of Szent-Guorgy (Hungary) showed to be identical with Vitamin C. No change has been recommended in the case of the Vitamin B<sup>1</sup> and D standards. The former has proved highly inconvenient in practice—of all the standards chosen by the 1931 Conference the Vitamin B<sup>1</sup> standard has perhaps proved most satisfactory—and a large stock sufficient to last for many years, is available at the central institution from which the standards are distributed—the National Institute for Medical Research, London. The Vitamin D standard remains unaltered. With the proviso that it may be replaced when exhausted (or should it become for any reason unsatisfactory) by crystalline Vitamin D in suitable solution. Large quantities of the standard solution of irradiated ergosterol are available.

The units remain the same in all cases. Where a change has been made in the standard material, the old units have been restated in terms of the newly-adopted substance. The desirability of leaving the original units unaltered is emphasised by the fact that certain of the units recommended by the 1931 Conference have been adopted into the pharmacopœias of a number of countries.

Vitamin standards and units are to-day of considerable importance, not only in connection with scientific work but in the commercial field. In all civilised countries one observes the production of Vitamin preparations on a large scale, and it is obviously to the advantage of both manufacturer and purchaser to have some method by which the potency of such preparations may be described. Further, the existence of standards and units facilitates control of such preparations by public health authorities who wish to protect the consumer from wasting his money on preparations which are alleged to be rich in Vitamins but which may in fact be quite otherwise.

## INTELLECTUAL CO-OPERATION COMMITTEE

The annual session of the International Commission on Intellectual Co-operation opened on July 16th under the Chairmanship of Professor Gilbert Murray (United Kingdom). India was represented by Sir Radha Krishnan.

The Commission reviewed the work of the organisation for intellectual co-operation since its last session; examined the work done by the International Institute on Educational Cinematography, and discussed various problems relating to the cinema.

M. Heari Bonnet, Director of the International Institute of Intellectual Co-operation reviewed the progress made in all the activities undertaken during the past year and dealt in particular with questions relating to international contacts. His report discussed general questions of intellectual co-operation and dealt with international problems relating to teaching, to the exact and natural sciences, to libraries and archives, to literature, to fine arts, and to intellectual rights. It furnished information with regard to the work of the national committees of intellectual co-operation, and described the publications issued by the Institute.

The plenary meeting of the Commission was preceded by a session of the Advisory Committee for the Teaching of the Ideals and Work of the League of Nations. The Executive Committee of the Organisation for Intellectual Co-operation met on July 13th and 14th. India was represented by Dr. Amarnath Jha of the Allahabad.

## MADRAS CONVOCATION STATISTICS

	Main Convocation on 2-8-34.		Supplemental Convocation on 1-8-34.		Total
	In Person.	In Absentia.	In Person.	In Absentia.	
M. L.	1	—	—	—	1
B. L.	2	—	116	51	169
M. B. B. S.	24	2	—	—	26
L. M. & S.	1	1	—	—	2
B. E.	25	7	—	—	32
L. T.	—	—	67	50	117
M. Sc.	—	—	5	5	10
M. A.	—	—	66	44	110
B. Sc. (Hons.)	21	3	—	—	24
B. Sc.	54	13	—	—	67
B. Sc. (Ag.)	21	8	—	—	29
Ph. D.	1	—	—	—	1
B. A. (Hons.)	83	28	—	—	111
B. A.	443	284	—	—	727
M. O. L.	1	—	—	—	1
Seromani	16	—	—	—	{
Vidwan	28	—	—	—	
Munshi-i-Fazil	7	23	—	—	
Diploma in Midwifery	3	1	—	—	
„ Economics	1	—	—	—	4
„ Geography	5	1	—	—	1
„ Fr. & German	10	2	—	—	6
„ Indian Medi.	10	1	—	—	12
	757	374	254	150	11
	1131		404		
	1535				

## FROM OUR ASSOCIATIONS

### THE MADURA DISTRICT TEACHERS' GUILD.

*July Session at Bodinayakanur.*

*Proceedings.*

The second quarterly meeting of the Guild was held in the V. M. High School, Bodinayakanur, on Saturday, the 14th July, 1934, with Rev. Fr. M. Amalorpavam, S.J. the President, in the chair.

The meeting began at 1 p.m., with prayer followed by a short welcome speech from Mr. Y. Viswanatha Ayyar, M.A., L.T., the Headmaster of the V. M. High School. This was followed by a few introductory remarks from the chairman. Among other things he referred to the recent changes in the S. S. L. C. syllabus and explained some details relating to it. The Secretary then introduced the speakers on the Service Conditions Bill and chalked out the items on which they would dwell. The substance of the speeches of Prof. C. A. Krishnamurti Rau and Mr. S. T. Ramanuja Ayyangar is given below.

At the conclusion of the speech, Mr. S. T. Ramanuja Ayyangar suggested the formation of a committee to enquire into teachers' conditions of service in the different schools in the district and prepare a non-official report thereon from time to time. He suggested that managements, teachers, Missionary bodies, local bodies and others interested in education might be represented in the committee. The Guild resolved that the Managing Committee of the Guild might appoint a committee to work on the lines suggested by Mr. S. T. Ramanujam at an early opportunity.

The Guild then congratulated Rev. G. P. James, Headmaster, Pasumalai High School, on his appointment as a member of the S. S. L. C. Board.

The following resolutions were adopted :

1. That the Government be requested to withdraw the G. O. No. 47 restricting fee concessions in schools. ....
2. That the University be requested to publish rules of eligibility in the Gazette, every year sufficiently early for the guidance and information of pupils and institutions.
3. That the department of Instruction be requested to see that the Headmasters enjoy freedom in the selection and prescription of books for their schools without pressure from managements.

Referring to the resolution No. 2, Mr. Doss Manickam, M.A., Ph. B., Headmaster, Union Christian High School, observed that the late publication of revised rules of eligibility after the examination was over proved a great hardship to the students and had ruined the career of some who appeared for the examination for the third chance. He instanced a case where a boy who had hoped to get through by securing an aggregate of 200 failed when the aggregate was raised to 210.

Regarding Resolution No. 3, the Secretary pointed out that vagaries were perpetrated by managements both in Madura District and elsewhere in the selection and prescription of books. The District Educational Officer supplemented the speech by offering a few remarks. He stressed that where the headmasters were held responsible for the results they should be given full freedom in the selection of books. He added that managements were not competent to prescribe books. He desired that other Guilds also should take up the question and agitate.

The Guild then sanctioned the Travelling allowance of Rs. 10 to the Secretary for attending the S. I. T. U. meeting on March 31st at Madras.

The gathering, numbering about 100, then had an excursion to Koranganni Ropeway, 9 miles west of Bodinayakanur, and returned to Bodi at 5 p.m. for lunch.

After lunch R. M. Savur, Esq., The District Educational Officer, addressed the gathering on the results of his experiment on the new method of teaching in the district. Extracts from his speech are given below.

M.R. Ry. T. V. Kamaraja Pandia Naicker, Avl., M.L.C., Zamindar and Chairman, Municipal Council, Bodi, and M. R. Ry. A. S. Alagannan Chettiar, M. L. C., and Vice-President Madura District Board, were "At Home" to all the delegates during their stay. The Zamindar was present at the Lunch, and at the address given by the District Educational Officer, along with other gentries of the town.

There was a record gathering of delegates, those from the mufassil coming to 110.

After a vote of thanks by the Secretary to the hosts, the school authorities and the Masters' Association of Bodi and the lecturers, the meeting terminated at 6-30 p.m.

#### *Speeches on The Service Conditions Bill.*

Prof. C. A. Krishnamurthi Rau, M.A., F.R. Econ. S. began by observing that they had met for the discussion of the Teachers' Service Conditions Bill under rather peculiar circumstances which had resulted in some consternation among teachers in the southern districts in some parts of which certain teachers had their services terminated, taking the public by surprise. This had caused discontent and doubt among teachers as to their security of tenure. This made the discussion of the Bill at the present moment both urgent and delicate. But the situation had to be faced in the interests of education which is a national concern.

The lecturer went on to point out that education in our country was a complex affair both in result and composition; but the goal was common and clear. Managements and teachers formed essential parts of the educational machinery of which the teacher element is more important. Certain teachers had been sent out on the score of inefficiency or the carrying out of an altered policy in denominational institutions. The question of efficiency is a difficult matter to decide. Anyhow a new and acrimonious situation had arisen which is made more complicated by the present unemployment problem.

The bill aims at a better adjustment of relationship between teachers and managements. The central features of the bill are the creation of a Statutory Provincial Board of Education which is to act as a unifying and regulating body and the inclusion within the operation of the bill the teachers and managements of all non-Government educational institutions. The securing of proper conditions of work for teachers in general eliminating features that contributed to the present unrest among teachers was the main object of the bill.

The clauses of the bill had been revised in the light of criticisms, professional and non-professional. They were thankful for suggestions to well informed and friendly critics like Mr. E. S. Sunda. It had been discussed twice before the Guild, and the speaker appealed finally for recognising the need for the bill and for better understanding among all. Much depended on the good-will and sincerity with which the bill (when it became an act) was worked; and less upon the actual framing of the bill. M. L. C.'s, managements and teachers had to make the bill the subject of their study and support since the public could not afford to look with unconcern when teachers felt that they were not functioning under a full sense of security in an avocation which was a national necessity.

Mr. S. T. Ramanuja Ayyangar, Secretary, S. I. T. U. Vigilance Committee, stated by saying that the Teachers' Service Conditions Bill had been before the public for a year and more and that so far Teaching opinions had organised itself entirely in favour of the bill and that the bill had been supported by leaders like Messrs. Sastry and Satyamurthi. It was now



time for managements and the public to co-operate in placing the bill on the statute book. The bill had been the outcome of the existing state of Service Conditions, of differing educational agencies—of differing conditions of teachers' services and of abuses of Christianisation, communalism and subterfuges—all of which called for redress. Following the precedents of state direction for service problems in other countries, the bill was an essay in the co-ordination and harmonising of the agencies and services at work under the effective supervision by a statutory machinery created by the legislature of the land, in the interests of the educational well-being of the schools and colleges. It was a constructive effort on the part of Teachers to solve the vexed question. It was rightly called the non-Government Teachers' Service Conditions Act, as 98 percent of educational institutions were non-Governmental. It rightly defined the obligations of Government to extend its control over private effort in the direction of checking abuses rampant and granting increments to teachers. It rightly insisted on the definition of the nebulous objections of managements who must realise that they were partners with teachers, both of whom were responsible to the public and the Government. Educational employers must cease to be kangaries and recognise that along with them, others like teachers and all public were bearing financial responsibility. They must define and keep their duties in constant view, rather than their rights. The bill did not propose to interfere with the right of managements to exist, their right to appoint, supervise and inspect teachers. But their rights to terminate would be limited by arbitration and check by a Provincial Education Board. Educational Officers would be unreasonable if they did not recognise the partnership. The bill also defined the duties and rights of teachers through a Service and professional Code, on the lines of the bar council or medical council. Such an organised, unified, contented staff would be an asset to Education and to institutions. Under their dispensation, teachers could not be footballed, appointed and disappointed or sent out for bad results, as was done locally, because results were the outcome of admission, promotion, selection, co-ordination of work, corruption and vagaries of examinations. Teachers would have to be judged by their day to day work and would have to be protected from biased reports of captains of education, who must be changed if schools and colleges do not function successfully. But in no case should captains or assistants be sent out of service. They must be tried locally or elsewhere by disciplinary transfers by agreement, and discharged only for gross professional mis-conduct.

The immediate need in each district was the formation of a guild committee, representative of agencies and services and the Teachers' Guild to enquire into disease spots and grievances and frame a non-official report to the Director of Public Instruction, until such time as official opinion took such a direction. In this way, non-official opinion should be organised. The campaign for the bill must continue and the affiliated organisations must co-operate by membership in the S. I. T. U. and by funding the S. I. T. U. to the extent of their capacity to make the legislative programme a success. The S. I. T. U. was not against managements or Headmasters but was a cosmopolitan body, interested in the safeguarding of all teachers' interests from attacks from within the profession and without. In this it wanted the co-operation of all concerned in education and it was their duty to agree not to differ.

Then R. M. Savur, Esq., District Educational Officer, spoke on the "Results of the New Method of Training."

The various steps of the Scientific method have been outlined in the article on 'Vernacularisation of Studies' in the May issue of the South Indian Teacher. If the results bear out the theory, then the theory must be good. A carefully conducted experiment was carried out in Pasumalai. One of the aims was to see whether the boys taught under the new method would be better than the boys taught under the old method. Many boys fail in the Examination. The curriculum may be overcrowded or there may be other reasons that might affect the results also. You set a workman some work to be done in a certain time. If he does not do it in time, there may be many conclusions. We might say that the work expected was too much; or the workman was lazy; or the tools were useless. A bad workman complains with his tools. In fact, a good workman complains against his

tools. A first class workman needs first class tools. A first class tennis player will not play using a 5 Re. racket. If you apply these to the class work, we can similarly draw some conclusions. The teaching methods may be unsatisfactory and therefore the curriculum cannot be crowded. A scientifically conducted experiment will explain all these.

Here is a description of an experiment which was actually done at Pasumalai. I was given 2 classes, I Form and II Form. Each class consisted of 2 sections. So there were 4 classes with 4 teachers. The management said. "You can conduct any experiment, provided you do not ask any additional teacher." The classes were re-sectioned according to the pupils' intelligence. We still had 4 sections, each in charge of 1 teacher—I Form (A), I Form (B), II Form (A) and II Form (B), re-sectioned thus: All boys below average intelligence, all boys above average and average. In one section we put in all the boys of superior ability i.e., I and II F. above average under one teacher, I and II F. below average under one teacher; I F. average boys under one teacher and II F. average boys under one teacher. So one teacher had to deal with boys of Forms 1 and 2. The average sections had students of 1 class. This testing and regrouping required some time. The whole of July took it. We started work from 1st August. The time taken was the same and all the subjects were taught, but with this difference. I had a talk with the boys of each class. I told them and encouraged them that they would get double promotion, in order to get their co-operation. There was no limit placed to the work of the class. As soon as a boy finished the I Form work, he was put on to the II Form and so a II Form boy to the III Form in subjects Tamil, Arithmetic and English. The boy was virtually promoted when he began the next class work. The idea was to find how much of the I Form, II Form and III Form work could be done by an above average, below average and average boy. If the boys could do soon 1 year's curriculum, then it is not overloaded. If it is underloaded, then we are training the pupils in idleness. If at the end of the quarter, I gave an examination to these boys and to the students of other schools, there we could see whether the boys taught under the new method were better than the boys taught under the old method. In April, I prepared final tests in English, Tamil and Arithmetic. I also gave these tests to the 2 best schools in the district. The experimental school was getting between 30 and 40 per cent. of passes in the S. S. L. C. Examination. These 2 schools got over 70 per cent of passes consecutively. These schools should be necessarily better than experimental school. Probably, these 2 schools stand among the best schools in the presidency. The tests were specially prepared and administered. You might wish to know what the tests were. I have not got them here. But you all know what kind of tests I have been giving. According to the old type of examination you cannot give the schools the same paper. The point is to give a school English paper and test their ability to use English. The paper had nothing to do with the texts but the paper was calculated to test their use of English using chiefly the 1500 words of the most frequent occurrence. Similarly, in Arithmetic and Tamil, so that the question of subject matter did not give away advantage to any school. Boys taught under the old method might not be familiar with these tests. So these disadvantages should be neutralised. So the boys in the 2 schools were given a practice test similar to the final test. If there was any failure in the final test, it should be due to their not knowing the answer. The difference in speed of answering was also neutralised by having no time limit to the final test so that boys of any of the 2 types of schools did not get any advantages. In short, the 2 groups were placed in absolutely the same way and scientifically all the conditions were equalised; so that if the 2 groups did differently, it should be due to the *methods*. I have got the results here. You can examine them. Briefly I can tell you what the results were. In English my I Form was very much better than the II Form of the two best schools and my II Form was much better than the III Form of the 2 controlled schools. This was so in all the three subjects, English, Tamil and Arithmetic. I showed these results to the Director of Public Instruction in May and he himself has seen these. He was favourably impressed with the work. The results were so astounding that the D. P. I. was very much satisfied with the method. What should be done with the boys who were in my school who were above II and III Form in ability of other schools? He gave me permission to

give double promotion to boys who were fit for it according to my results. If you do my method, you can get 25 per cent of a class to do in a year, 2 or 3 years' work. But a large proportion of teachers of every school have not much of conscience. I have got similar results in Elementary schools also. I deliberately tested three schools which began the new method in last July. They used the new method just one year. I wanted to see how much difference would be in one year's work. Schools which should be considered good, which were certified good by the deputy inspector and so were receiving increased grants, were tested. I have not started practice in reading. I am doing it this year. This is the earliest opportunity for me to present my results to a body of masters.

#### TEACHERS' ASSOCIATION BOARD MIDDLE SCHOOL, ALUR (BELLARY DT.)

The Association was formed with Mr. T. Krishnamoorthy, B.A., B.Ed., Headmaster, who was recently transferred from Hadagalli as President, and Mr. S. Anandarao as Secretary.

At the suggestion of the President, it was unanimously resolved to affiliate the Association to the South India Teachers' Union. The members further resolved to subscribe to get some educational journals and papers and to conduct regular meetings.

There was an ordinary meeting on 10-7-34 to discuss about the Teaching of English in the School when a number of useful suggestions were made by Messrs. S. Ramachandra Rao, B.A., B.Ed., K. Dasa Sastry and H. Nijagunappa.

#### MADURA DISTRICT HEADMASTERS' ASSOCIATION

The Annual Meeting of the Association for the year 1933-34 was held at Bodinayakanur in the forenoon of the 14th July 1934 under the presidency of Rev. Fr. Santhappan, S. J.

The report of the Secretary for the year under review showed that the Association continues to serve a very useful purpose in promoting fellowship among the Headmasters and securing mutual help and co-operation in carrying on research work and educational experiments under the guidance of the D. E. O., R. M. Savur, Esq. The total membership is 20. With the exception of a few all the members are taking active interest in the welfare of the Association. We are deeply indebted to the D. E. O. and the members of the several Sub-Committees for their untiring work in preparing new assignments and revising the old ones, etc., foregoing their well-earned rest of the Summer Holidays.

The following resolutions were passed unanimously :—

1. In view of the correspondence and queries received from time to time from Headmasters of other districts concerning the work of the Association, voted to extend invitation to some Headmasters in other districts also to attend the next Sessions to be held at PASUMALAI in September 1934.

2. In view of the desire expressed in papers for organizing an association of Headmasters for South India, voted to record that the Madura District Association shall be affiliated to the central organization when such an organization is formed.

3. Voted to express our gratitude to the authorities for appointing the Secretary of our Association as a member of the S. S. L. C. Board.

The Rev. F. Santhappan, S. J., was re-elected President for the coming year, Rev. G. P. James—Secretary and Mr. P. S. Sankara Iyer—Treasurer.

#### NORTH ARCOT DISTRICT TEACHERS' GUILD

##### *10th Annual Meeting*

The tenth annual meeting of the above Guild was held on 11-8-34 in the Missouri Evangelical Lutheran India Mission High School Hall, Ambur, with M. R. Ry. V. P. Adiseshiah Garu, M.A., L.T., Vice-Principal, Voorhees College, Vellore and President of the

Guild, in the chair. The delegates had come from North Arcot, Kaveripauk, the three schools at Vellore, Wandiwash, Arkonam, two schools at Tiruvannamalai, Vanyambady and the three local High Schools. About 82 members were present and the gathering numbered a hundred. Guild meetings at a mofusil station have never witnessed such a large gathering. Four delegates from Salem District Teachers' Guild were present. The Rev. Mr. Milton G. Kuolt, M.Sc.(Ed.), Principal, M. E. L. I. M. High school and Secondary Training School welcomed the delegates in a little speech and the proceedings began at 1-30 p.m.

Mr. S. Srinivasa Aiyar, B.A., L.T., the Secretary of the Guild read the Annual and Audit reports for the year and they were adopted. The President dwelt on the problems confronting the teachers and pleaded for more commonsense and adaptability. New office-bearers were elected for the coming year. The Rev. Mr. Milton G. Kuolt M.Sc. (Ed.), Principal, M. E. L. I. M. High School and Mr. S. Subramanyam, B.A., L.T., of the same school were elected as President and Secretary respectively. Mr. S. Srinivasa Aiyar, B.A. L.T., of Devasthanam High School, Vellore was elected as Joint Secretary. The Rev. Dr. John De Boer, M.A., Ph.D., was elected to represent the Guild on the S.I.T.U. Executive. Then the new President took the chair amidst acclamation.

M. R. Ry. N. Subramanyam, M.A., L.T., F.R.G.S., delivered an instructive lecture on the place of Geography in the Curriculum with special reference to the new IV Form Geography syllabus. He emphasised the importance of our pupils knowing more of the Geography of India and its world relations. He amply illustrated his lecture from facts learnt of the excursion he led that morning to the Historic Gidambur Hill situated 5 miles to the north-west of commercial Ambur. The Senior Section pupils of the Secondary Training Class participated in the function accompanied by a batch of enthusiasts.

The Guild adjourned for lunch and after tea, two papers were read. Balakavi A. M. Sivagnanam, Senior Tamil Pandit of Mission High School, Ambur, read a paper on "Pandits and their Training" and pleaded for better type of Pandits, better status and salary for them. Mr. S. Srinivasan of Board High School, Wandiwash, read a paper on "New Tendencies in Education". He asked for minimising of Examinations, introduction of vernacular as media of instruction, lighter syllabus and broader outlook in teaching. Mr. Ramanujachariar of Madras spoke on the advantages and benefits of teachers joining the South India Teachers' Union Protection Fund. Mr. George Isaac, B.A., L.T., of Voorhees High School, Vellore, appealed for the revision of the Grant-in-aid Code.

The following resolutions were passed:—

1. This meeting of the North Arcot Teachers' Guild recommends to the management of schools that such of the Pandits as are qualified under M.E.R. be placed on a scale of Rs. 50-3-80. Copy of the Resolution to be communicated to the Department of Education.

2. That the Executive Committee of the Guild at the initiative of Mr. G. S. Isaac, B.A., L.T., draw a memorandum with respect to change in Grant-in-aid Code and submit the same to the S. I. T. U. for further consideration and necessary action.

3. This meeting wishes to place on record its appreciation of the work done by the outgoing office-bearers.

The new President, the Rev. Milton G. Kuolt M.Sc. (Ed.), wound up the proceedings paying tribute to the work of Mr. Adiseshiah as President of the Guild. Mr. S. Srinivasa Aiyar, B.A., L.T., thanked the Mission school management for welcoming the Guild to Ambur and making the function a grand success.

The meeting dispersed at 6-15 p.m.

### THE TENTH ANNUAL REPORT

The Secretaries of the North Arcot Teachers' Guild have great pleasure in presenting the the Tenth Annual Report of the Guild.

## STRENGTH

The number of Teachers' Associations affiliated to the Guild at the beginning of the year under review was 11; two other schools were represented on the Guild by individual members. During the year 3 new associations, of the Hindu High School,—Ambur, Board High School, Arni, and Board High School, Cheyyar, were affiliated to the Guild; the teachers' association of the M. E. L. I. M. High School, Ambur, which was represented by a few individual members was also affiliated to the Guild. Thus at the end of the year the teachers' associations of 15 High schools in the district stand affiliated to the Guild and the Municipal High School, Gudiyattam, continues to be represented by individual members. One more association that of Muzharul Uloom High School, Ambur, has since affiliated.

## PROPAGANDA

During the year the President M. R. Ry. V. P. Adiseshiah Garu, M.A., L.T., visited the Board High School, Cheyyar, as a result of which its association sought affiliation to the Guild. The Secretary, Mr. S. Srinivasa Aiyar, B.A., L.T., visited the schools at Arkonam and Arni and it is pleasing to note that the teachers' association of the Board High School, Arni, was affiliated to the Guild. The Secretary further visited the Islamiah High School, Melvisharam, along with Prof. S. K. Yegnanarayana Iyer, M. A., the President of the South India Teachers' Union and the schools at Ambur and the Madrasa Islamiah College and High School at Vaniambadi along with Prof. M. S. Sabesan, M. A., the Secretary of the South India Teachers' Union, when the objects and activities of the Guild and of the South India Teachers' Union were clearly explained to the teachers assembled. The response has been very encouraging. The Guild was represented at the annual meeting of the South India Teachers' Union by its Secretaries.

## EDUCATION WEEK

The Education Week organised by the South India Teachers' Union was celebrated by the several affiliated associations of the Guild from the 23rd to the 29th of October, 1933. At Vellore all the schools had a joint celebration whose conduct was in the hands of a strong committee with the Guild Secretary there as one of its Secretaries. The association of Arcot, Arkonam, Arni, Cheyyar, Kaveripakam, Polur and Wandiwash celebrated the week on a grand scale. These celebrations are serving as effective means of interpreting the needs, aims and achievements of the schools to the public.

## MEETINGS

Two meetings were held during the year, one in September 1933 and the other in March 1934. At the former meeting the revised rules of the Guild were adopted and the S. S. L. C. scheme was discussed; at the latter the 'Service Commission Bill' drafted by the South India Teachers' Union, was the main subject of consideration. The attendance at both these meetings was very satisfactory. The Executive Committee transacted business by correspondence.

## FINANCE

The balance sheet for the year is given in the auditor's report. The work of a tax gatherer has always been an unpleasant one and it is hoped that the affiliated associations would send their subscriptions in time to enable the honorary workers to carry on the activities of the guild. The Teachers' Association of the Danish Mission High School, Tiruvannamalai, is the arrears of subscription for the last two years and the Secretaries hope that it will soon pay the arrears. The thanks of the Guild are due to the Municipal Council, Vellore, and the District Board of North Arcot for their grants of Rs. 25 and Rs. 50 respectively towards the celebrations of the Education Week.

## CONCLUSION

It is a matter of congratulation for this Guild that one of its members the Rev. M. G. Kuolt, M. Sc., was elected as the Joint Secretary of the South India Teachers' Union at its annual meeting held in April 1934. Our thanks are due to the President, the Vice-

President and members of the Executive Committee for their hearty co-operation and helpful guidance. The several affiliated associations have been very earnest in promoting the activities of the Guild. Three more High Schools and two Middle Schools in the district have yet to be affiliated to the Guild. It is earnestly hoped that the Teachers' associations of these schools will be shortly affiliated to the Guild and make the Guild the real exponent of Secondary Education in this district.

The teaching profession in the Presidency has made large strides in organizing itself and thereby contributed to the satisfactory solution of many problems concerning education and teachers. Further progress in this direction depends upon a greater and closer consolidation of the profession and when the organization becomes as strong as it can be, it can more effectively voice forth the views of the teaching profession on the very many problems that will soon arise and those that await solution. The Secretaries therefore appeal to the affiliated associations and individual members to do all in their means to strengthen the Guild and thus make it an effective unit of the provincial organization of teachers, the South India Teachers' Union.

Ambur,  
11-8-1934.

S. SRINIVASA IYER,  
E. V. KALYANASUNDARAM,  
*Secretaries.*

#### AUDIT REPORT

We, the auditors appointed by the General Body have great pleasure in submitting the following audit report of the Guild for 1933-34.

The year began with a deficit of Rs. 3-11-3. The total receipts amounted to Rs. 127-2-3 and the total charges to Rs. 92-15-3. The year ended with a closing surplus balance of Rs. 34-3-0.

The receipts are brought into account and the expenses properly vouched for. We also audited the accounts of the Education Week celebrations to which the Municipal Council of Vellore and the District Board, North Arcot have paid grants. The savings in the account have been credited to the Guild accounts.

A statement of Receipts and Charges is annexed herewith.

#### RECEIPTS.

#### CHARGES.

	Rs. A. P.		Rs. A. P.
Affiliation fees from		S. I. T. U. Affilia-	
Teachers Associa-		tion fee	.. 22 0 0
tions for 1933-34	79 0 0	Conference	.. 10 0 0
" " 1934-35	5 0 0	Printing	.. 13 2 0
Subscriptions of Indi-		Stationery	.. 2 7 0
vidual members	6 0 0	Postage	.. 11 13 6
Savings from Education		Travelling	.. 7 5 6
Week donations from		Meeting charges	.. 10 0 0
Municipal Council, Vel-		Social	.. 12 8 0
lore.	3 10 3	Mr. George Isaac	
" " North Arcot		toawrds deficit	.. 3 11 3
District Board	33 8 0	Closing Balance	.. 34 3 0
Total	127 2 3	Total	127 2 3

Vellore,  
10-8-34.

V. SUBRAMANIA AIYAR,  
K. KRISHNA RAO,  
*Auditors.*

## THE MADRAS TEACHERS' GUILD

The 40th Annual Meeting of the above Guild was held in the spacious hall of the Madras Progressive Union School, when over 250 members had assembled. Among the distinguished members present were Miss K. N. Brockway, Miss Helen F. R. Veale and Messrs. S. K. Yegnanarayana Iyer, K. Kuruvilla Jacob, M. Munuswami Iyer and K. Rangaswami Iyengar. After prayer, Mr. Sivasankara Rao, the Headmaster of the Progressive Union school welcomed the members and in the course of his speech he traced the history of the Progressive Union school and of its connection with the Guild. Mr. Munuswami Iyer, the President of the Guild, then announced the results of the election to the offices of the Vice-Presidents, Secretaries and Treasurer. Mr. T. K. Sundararaja Rao, retired Headmaster of the Kellet High school was then proposed and elected unanimously as the President of the Guild. The other two Vice-Presidents are. 1. Miss K. N. Brockway. 2. Mr. G. V. Narayanaswami Iyer. Messrs. M. S. Sabhesan and M. S. Kotiswaran are Secretaries while Mr. V. K. Sourirajan continues to be the treasurer. The Guild then resolved to recommend Dr. James H. Cousins for the Presidentship of the ensuing Provincial Educational Conference to be held in December, 1934. The members then returned to lunch, the members of the Teachers' association, Progressive Union school were "At Home" to the members of the Guild.

After lunch under the Chairmanship of Mr. T. K. Sundararaja Rao, the new President, the members re-assembled. The annual report was then presented and adopted. Prof. A. K. Sharma of the League for the approval of the educational value of Cinemas, then delivered an address on the educational value of cinemas and how cinemas rightly used will be a great force in the educational advancement of our land. With the usual vote of thanks the meeting terminated.

## EXTRACTS FROM THE 30TH ANNUAL REPORT OF THE MADRAS TEACHERS' GUILD, JULY 1933—JUNE 1934.

*Strength*.—The number of members on the rolls at the beginning of the official year was 505. As many as 65 members were admitted during the year. The number of members who ceased to be members owing to death or resignation or Rule No. 9 was 19. The strength stood at 551 at the close of the year under review.

*The Work of the Council*.—The Council met eight times during the year and the meetings were held in different schools. The representatives of the respective institutions in which the meetings were held, were "AT HOME" to the Council and such gatherings served to promote social intercourse and better understanding. The chief business transacted in the meetings of the Council are—Arrangements for the Education Week celebrations—the Educational Conference—Discussion on the Service Conditions Bill.

*The Work of the Guild*.—The Guild made elaborate arrangements for the Education Week this year also. It was inaugurated in the Wesley College on 23rd October 1933 by M. R. Ry. T. R. Venkatarama Sastrigal, Avl., in the presence of a number of distinguished visitors and teachers. Reference should be made to one or two special features of the Education Week. A special meeting of women teachers with Miss J. M. Gerrard in the chair was organised at the Memorial Hall during the Education Week and an appeal was made to women teachers to join the guild. Portraits of three members who were directly associated with the Guild for a long time were unveiled. The Guild should feel grateful to Mr. P. A. Subramania Iyer for the kind presentation of the portrait of the Rt. Hon'ble Dr. V. S. Srinivasa Sastri. The cost of the portraits of Prof. K. B. Ramanatha Iyer and Prof. P. Subramanya Iyah were met partly by donations from members and partly from the funds of the Guild. The *elocution and oratorical contests* intended for school pupils were very popular and prizes were distributed to the best candidates in different centres. The Guild should like to express its gratitude to the gentlemen who gave liberal donations and books towards the prizes. The sports conducted at the Y. M. C. A., College, Saidapet, attracted great attention and the thanks of the Guild are due to Mr. Buck and his colleagues for the valuable help rendered in this connection. The Teachers'



College Model School team was awarded the shield. A detailed statement of the programme of the Education Week is given in Appendix A.

A special meeting of the Guild was held at the G. N. S. School on 19th August 1933 with M. R. Ry. K. Rangaswami Iyengar, Avl., B.A., B.L., L.T., Headmaster of the Hindu Theological High School in the chair to consider the different aspects of the "Specimen Papers" circulated to schools.

The Guild Educational Conference was held at the Lady Willingdon Training College on Saturday the 7th April 1934. The Conference was opened by W. E. Smith Esq., the Director of Public Instruction. The attendance was good and the topics chosen for discussion were appropriate for the occasion. The programme of the Education Conference is given in Appendix B. Through the kindness of the authorities of the Madras Library Association, the illustrated prize essay books submitted to the Library Association by the pupils of the selected schools were kept on show for the benefit of members and they were glad to have an opportunity of noticing the latent talents in their pupils awaiting expression.

A joint meeting of the Madras Teachers' Guild and the South India Teachers' Union with Mr. N. Rangaswami Iyer, M.A., L.T., Headmaster, Town High School, Kumbakonam in the chair, was held on 14th December 1933 in Sama Rao's Elementary School to discuss the scope and need of the Service Conditions Bill. About one hundred teachers from the moffusil who were attending the University lectures found it possible to attend the meeting in spite of the inclement weather. The discussion served a useful purpose in enabling the Council of the Guild to propose suitable amendments to the provisions of the Bill.

#### *The Work of the Sections :—*

- (a) *English*.—Lecture on "The Teaching of English Composition" delivered by Miss Sykes on 2nd July 1934 in the Christian College (held technically in the current year).

All the different sections were active in the course of the year.

The Physical Education section arranged for tournaments in Volley ball and Badminton. These tournaments were open to members of the Guild.

The Hindu Theological High School won the Badminton tournament and the Madras Christian College won the Volley ball tournament.

*Finance* :—The Council is glad to report that the financial position of the Guild is satisfactory. Members have always been ready to open their purse liberally and willingly and hence expenditure from the funds of the Guild for socials and the Education Week was considerably minimised. The Council sanctioned a sum of Rs. 25 towards the Bihar Relief Fund started by *The Hindu*.

*The Madras Teachers' Guild Co-operative Society, Ltd.* :—The Council is glad to learn that the Co-operative Society has been maintaining a high level of efficiency as is evident from the Audit certificates issued by the Registrar of Co-operative Societies.

*The South India Teachers' Union* :—The Twenty-sixth Provincial Educational Conference is proposed to be held in December 1934 in view of the special summer conditions in Anantapur. The Council sanctioned the usual grant of Rs. 25 to the *South Indian Teacher*. It has also paid a sum of Rs. 50 towards the Silver Jubilee Fund. An appeal has been made on the occasion of the Silver Jubilee that a sum of Rs. 20,000 should be collected from Teachers and Teachers' Associations to serve as a capital from whose interest the manifold activities of the Union can be carried on effectively. Each Guild has been requested to get ready its quota by collecting donations from members and non-members in its area. Mr. Theobald, the first Secretary of the Union made an eloquent appeal to teachers from his place in the chair to improve the financial resources of the Union. The Madras Teachers' Guild which has always been whole-heartedly supporting

the Union from the time of the inception of the Union in 1908 should come forward with its quota. The Council appeals to the members of the Guild to rise equal to the occasion and to help the Guild in the collection of the prescribed quota. It hopes that teachers who can afford will either pay a lump sum or take a recurring deposit, say one Rupee a month for 45 months, so that they may be able to contribute a sum of Rs. 50 in the course of a few years. The Council wishes to congratulate the Union on its success in bringing out the attractive volumes of the Jubilee souvenir and the Directory of Madras Education and it hopes that the schools in the city of Madras will extend their support to the Union by ordering for copies of the Directory.

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## BOOKS FOR TEACHERS & STUDENTS

### BOOKS SUITABLE FOR SCIENCE LIBRARY

[Below we give a list of books suitable for the Science Library of our high schools. Many of these books are written in a simple style so that our boys can read them with ease. We recommend the inclusion of these books in the Science Library of our schools so as to stimulate in our pupils a live interest in general science. Eds.—S. I. T.]

#### MACMILLAN'S BOOKS ON GENERAL SCIENCE

*Elementary Biology.*—Plant—Animal and Human by Peabody and Hunt.

A very useful book for teachers—Hints for practical work are given—At the end of each section is found further studies. These afford scope for the more interested—A practical book indispensable to Science teachers.

*Science, Home and Country.*—By Trafton.

*General Science.*—By Simmon and Gals.

#### BLACKIE & SONS, LTD.

A course of General Sciences. Books I, II and III by T. Hugg and Panton.

#### SRINIVASAVARADACHARI & CO.

*Elementary Science: Physics and Chemistry.*—By Messrs. N. Viswanatha Iyer and P. A. Narayana Iyer.

#### G. SRINIVASACHARI & SONS.

Elementary Science series published under the editorship of Mr. M. S. Sabhesan.  
1. *Plant Life*. 2. *Animal Life*. 3. *Human Physiology*. 4. *Chemistry*. 5. *Physics*.

#### LONGMANS, GREEN & CO., LTD., MADRAS

*Animal Studies.*—By M. Ekambaranathan, M.A., L.T., Price. Rs. 2 0 0

This book aims at giving a popular treatment of the common Animals. With glossary of names with vernacular equivalents.

*Everyday Science.* A practical three years' course for Schools.—By H. E. Bean. Book I, Limp Cloth, 1s.-10d. Books II and III (*In preparation*). The basic idea of the book is the use of "Points of Contact" with everyday life.

*A First Course in General Science.*—By F. D. Barber, M. A. Price 10s. 6d. Net.

The aim of this book is to give a rational, orderly, scientific understanding of the pupil's environment to the end that he may, to some extent, correctly interpret that environment and be master of it.

*Living Things.*—By A. Bailey-Churchill, B. A., Price 2 shillings.

"This volume will serve as an admirable introduction to the study of biology. It contains excellent biographies of Darwin, Fabre, Mendel, Pasteur and Lister."

*General Science.*—By F. Fairbrother, M.Sc., E. Nightingale, M.Sc., A.R.C.C., and Rev. F. J. Wyeth, M.A., D.Sc., Sc.D., Part I—2sh. 3d.; Part II—2sh. 9d.; Part III—3sh. 6d. Part IV—(*In Preparation*).

An entirely new course designed to include the elementary facts of Physics, Chemistry and Biology, with some Astronomy, and the facts learnt are applied to everyday life at every stage.

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This book provides a simple study of those sciences which are intimately concerned with modern life.

*A First Book of Biology.*—By M. E. Philips, B.Sc., and L. E. Cox, B.Sc., F. L. S. 2sh. 6d.

This book is an introduction to the study of Biology.

*The Golden Science Series*—By E. V. M. Knight. Book I, Limp Cloth, 2sh. 3d., Cloth Boards, 2sh. 6d.

*Groundwork of Modern Science.*—By J. M. Moir, M.Sc., 3sh. 6d.

A Two-Year Course of Experimental General Science.

*Why and How: A Book of Everyday Science.*—By E. Sankey and A. Royds. English Edition. 2sh.; Tamil Edition. Re.1 0 0.

This book illustrates scientific laws from common processes.

*How It Acts.*—By A. Royds, B.Sc., Price 2sh.

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*Science in Common Things*—By W. A. Scarr, M.A., Book I, 2sh; Book II, 1sh. 9d.; Book III, 2sh.

A progressive course based on the study of familiar objects.

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*Common Science.*—By C. W. Washburne, Price 3 shillings.

*Food, Health and Vitamins.*—By R. H. A. Plimmer, D.Sc., and V. G. Plimmer, 3sh. 6d.

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Book III 1s 10d.

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*A Book of Indian Culture.* Edited by Prof. D. S. Sarma, published by Messrs. Macmillan & Co., Ltd., Price Re. 1 0 0.

Prof. D. S. Sarma is well-known to all lovers of Indian culture as an earnest student of the Geetha and Indian classical literature in general and he has been trying his best to popularise the best aspects of our culture amongst the student population. He believes and rightly too, that India is passing through a Renaissance and that one of the great services that any lover of India can render to the country at present is to place within the easy reach of everyone the best that has been thought and said in India and about India. With that object in view, he has collected together eight extracts dealing with different aspects of India's greatness. Tagore's appreciation of Sakuntala, Prof. Keith on Indian Drama, Mr. Havell on Indian Art, and Prof. Hopkins on Indian Ethics, to mention only a few, are all master-pieces and the Author's own essay on Geetha as a great Indian scripture, has rightly found a place in the Selection. We hope the book would find a place in every school and college library and would be read and appreciated by the student world all over India. The brief notes added at the end considerably enhance its usefulness as a text-book in schools and colleges.

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*English Composition for Indian Students.*—By Kotharee and Talapade. Revised Edition by Messrs. Macmillan & Co., Ltd.

This book is more useful to teachers than to students. The principles are very well explained. It is a mine of information. The illustrative passages are very carefully chosen and it will prove useful not only to those who appear for some examinations but also to others who wish to have a working knowledge of English.

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*English Prose Selection for College Classes.* Publishers: Messrs. Macmillan & Co., Ltd.

This is a very useful selection of representative passages of English literature from the time of Bacon down to the present day. We are glad to note there are extracts from the writings of Rabindranath Tagore and Mahatma Gandhi. Other extracts are standard ones from well-known writers. It would be a useful selection in the hands of ordinary under-graduates of an Indian University.

*To the Forbidden Land* (Discoveries and Adventures in Tibet) Publishers: Messrs. Macmillan & Co., Ltd.

This narrative of adventures of Dr. Sven Hedin in his explorations in the regions of Tibet would be read with great interest by all young men and women who are lovers of travels and adventures. There is good map and a learned introduction and the story of adventures is divided into many short interesting chapters. It would be a good book for rapid reading for the under-graduates of our University.

*Short History of the Indian People.* By Tara Chand. Publishers: Messrs Macmillan & Co., Ltd.

This is as far as we know the first attempt to deal with the history of the Indian people spread over 3 millenia. In it many things are omitted and many things included out of proportion to their importance. It all depends upon the view-point of the author. A student of South India will regret to find that the cultural history of South India is almost completely left out. What is required is more of facts. First, facts have to be collected as in Prof. Gooch's *Annals of Politics and Culture* dealing with Indian civilisation and then a rapid survey on the lines adopted by the author might come as later work. The author, however, deserves encouragement for the bold attempt he has made to traverse an admittedly difficult field.

*Elementary Dynamics for Students of Science and Engineering:* By R. C. Gray, M.A., D.Sc., Comp. I.E.E., Macmillan & Co., Ltd., London, 1934. Price. (5 sh.)

This is a welcome addition to the large class of books dealing with Elementary Dynamics. It is "written for students beginning a university course in engineering or other applied science" and the subject is "therefore treated as an introduction to applied science, and not as a branch of pure mathematics." This accounts for the conciseness of the book: in a short space of 105 pages, the author is able to deal with dynamics of a particle, and in another 100 pages, he does ample justice to systems of particles and to rigid bodies. In the latter half, we have not only the usual topics, viz., moments of inertia and rotation about an axis, but also chapters relating to general equation of motion of rigid bodies, and impulsive motion.

The conciseness is secured, not by restricting the types of problems dealt with, but by being brief in the explanations and proofs. An interesting feature of the book is the large range of practical applications indicated to problems of modern engineering for example: Speed problems on Suburban Railways, stress and energy in file driving, efficiency of engines, and banking angle for aeroplanes. The application to gyroscopic motion in the last chapter deserves special mention. The exercises, being not too many, are representative of the various branches of applied science and engineering.

These features will render the book invaluable for students of Engineering and useful as a reference-book for Mathematics students in our Universities.

G. A. SRINIVASAN.

*The Southern Continents:* Book I South and Central America, Price 1sh. 9d.; Book II Africa, Price 1sh. 9d.; Book III Australia and New Zealand. Price 1sh. 9d.—By Thomas Pickles, B.Sc., Senior Geography Master, Holgate Grammar School, Barnsley. Publishers. J. M. Dent & Sons, London, represented in India by Messrs. Macmillan & Co., Ltd., Patullo Road, Mount Road, Madras.

These three volumes are intended, according to the author, for secondary school pupils taking a course leading up to school certificate and Matriculation. It is intended that these three books should be covered in about a year and a half or 3 terms. Each volume begins with the major climatic regions of the Southern continents. After an introductory chapter on the physical features of the continent, a brief historical account of the discovery and exploration and settlement of each of these continents is given. These



accounts are given in a manner in which they are sure to arouse the pupils' interest in the land. The people and their occupation, the mineral wealth of the land and transport facilities in the land are then discussed. The principal historical factors which have influenced the modern development of these areas are also included. The principal geographical divisions are then treated in detail. The book is bound to be very useful for those to whom it is intended. They may also be used with advantage in our own High Schools if not as text-books at least as supplementary books which boys should be encouraged to read. Our geography teachers will find these books very useful.

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*Philips Informative Geographies.* Book I. The Physical basis of Geography by Miller. Published by George Philip & Sons. Represented in India by Messrs. Longmans, Green & Co., Ltd., Mount Road, Madras. Price. 1sh. 2d.

Physical Geography is the basis of all good geography teaching. Geography will become rational only when the student has a thorough grasp of the physical forms and physical laws which govern climate, water circulation, etc. These facts are treated in a very interesting manner in these pages. Two chapters at the end give an account of life on the earth and Man and his occupations. The author has attempted to show in these chapters how life is determined by the physical features of the region and how the main occupations of man are similarly determined by his environment.

As remarked in the foreword by Prof. E. G. R. Taylor, D.Sc., under whose editorship this series is planned to be published "*This book should not be simply mastered and laid aside but constantly referred to.*" We consider that geography teachers will find this a useful reference book.

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*W. A. K. Johnston's Geographical Pictures.* Set I Cool Temperature Lands.

This set consists of 12 attractive pictures (14" x 12") giving views of cool temperate lands in the world. The pictures are followed by short notes, and descriptions of the pictures. The pictures will be valuable aids in the teaching of geography and would form fitting adornments to a Geography Room.

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*Black's Geography Pictures.* Set VI Asia. Published by A & C. Black Ltd.

These pictures are selected and edited by F. Fairgrieve, M.A., The number of pictures is 64 contained in 32 plates. The pictures are arranged under four headings. 1. Types of relief. 2. Types of vegetation. 3. Types of human activity. 4. Types of settlement. The pictures have been carefully selected. At the end of each picture is given references which give information about the pictures and direct the attention of the readers to other pictures in this or other series. The pictures are printed in good paper and are suitable for distribution to pupils, for use with an epidiascope or other projecting apparatus. They can also be framed and hung on the walls of the geography class room. These pictures form the sixth of a series of 9 sets. The price of each set is 1s 6d.

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*A School History of England.*—By E. W. Green, I.E.S. (Retd.). Published by Messrs. Macmillan & Co., Ltd., Pages 192. Price Re. 1 0 0

This well printed and neatly bound book of 192 pages is a welcome addition to the list of Elementary books on History of England. It covers the syllabus in History of England prescribed for form IV of the Madras S. S. L. C. course. The 23 maps, numerous diagrams and illustrations would very much help the pupils to understand the subject. The treatment of great literary periods is a noteworthy feature of this book.

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*A Brief Survey of Indian History. (The British Period).*—By H. C. Published by Messrs. Longmans Green & Co., Ltd., Pages 123. Price annas 12.

This is a re-print of H. C.'s Popular Brief Survey of Indian History to cover the requirements of the syllabus in Indian History for form IV of the Madras S. S. L. C. course.

The time allotted for Indian History in form IV is only 15 periods and this book which just covers the syllabus has nothing superfluous. The Department must now see whether it would be possible to teach the portion in Indian History with any degree of satisfaction.

It would be better if the publishers bring out vernacular editions as it would facilitate the teaching of non-language subjects in the vernacular.

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*An Introduction to Biology.*—By L.M. Parsons, Published by Messrs. Macmillan & Co., Ltd.

This book is the biological portion of the author's book *Every Day Science*, published separately with some additional matter, to form a text-book for schools. The author has given the essentials of biology with special attention to its application in every day life. Great care has been taken in selecting the essentials and placing them before the general reader in an interesting manner and in a language free from technical terms. One main difficulty experienced by science teachers in secondary schools is that of getting suitable information on various biological sciences. The book under review supplies this need of the teachers. Laymen also will find in this, a lot of information on common biological phenomena; and the chapters dealing with Human Physiology and Hygiene contain in a nutshell what every citizen ought to know.

M. EKAMBARANATHAN.

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#### ATTENDANCE REGISTER—

We have received a copy of an Attendance Register prepared by Rajalakshmi Printing Stores, publishers of standardised school forms, 8|1, Sagore Dhar Lane, P.O. Beadon Street, Calcutta. Their register is a combined attendance and fee register. The combination is brought about by the use of fly leaves which also obviate the need for writing the names of pupils each month. There are found only 20 lines in each page—two pages have to be used for each month for a class, which in our province is always 40 and more. The space allotted for abstract of daily collection is about an inch and a half and here datewar should be entered a summary of daily collections.

We have also received copies of forms of Masters' attendance register and cash book. These are all of the routine type.

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*Scientific Advance Co. Ltd.*, Linghi Chetty Street, Madras. We have pleasure to say that the Million Microscope demonstrated to us by the above firm gives a clear enlarged image of magnification 50. It is priced Rs. 5 It will be useful as an efficient microscope for use in Elementary and middle Schools.

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The '*Fundamentals of High School Mathematics*' by Mr. T. S. Rajagopala Iyengar, B.A., L.T., is a welcome addition to the field of mathematics as it is specially written to meet the requirements of the new syllabus issued by the department.

The book covers portion of Arithmetic, Algebra and Geometry that can be done in IV form. Stress is laid on principles and processes before they are applied in showing problems involving them. The oral exercises at the introduction of each important topic are an especial feature of the book and the problems are drawn from practical life and also carefully graded. Also, diagnostic and revision tests are added at the end of each topic and the model papers at the end of each part are intended to test how far the student has grasped the fundamentals of the topics detailed therein.

Though the departmental syllabus does not require a knowledge of deductions from the boys yet, the Geometrical facts underlying each theorem can well be driven home into the minds of the pupils only by doing at least some practical exercises based upon these principles and the book satisfies this want in as much as it gives plenty of practical application in the shape of numerical exercises after each theorem is dealt with.

The get up of the book is good and I think it can be safely placed in the hands of IV Form boys for whom it is intended.

S. R. K.

## OUR LETTER BOX

### CHRISTIANISATION IN MISSION INSTITUTIONS

The issue under reference relates to recent terminations of the services of nearly 15 teachers in the Bishop Heber institutions at Trichy and in the Findlay College, Manargudi. The April issue of the Bishop Heber High School Magazine has the following notes by the Headmaster. "Reconstruction and re-organisation are the order of the day ; efficiency and economy are the slogan of all christian missions working in India as a result of the famous report of the Lindsay Commission published in October 1931. Committees have been formed and Boards have been appointed to devise ways and means for carrying out its recommendations both in schools and colleges. Many small colleges have been absorbed into the larger ones, and *existing high schools have to be strengthened by well qualified Christian teachers.* As a consequence of reconditioning and reorganising the two schools (Bishop Heber High School, Trichy and Puthur) *on an efficient Christian basis (italics ours) certain Christian and non-Christian members of the staff have to leave or to retire from service and some transfers also have to be made.* "We are deeply grateful to one and all of them for their devoted service and loyal co-operation for varying periods of time in our institution from three years to fifteen "

From the above extract, it is clear that the termination of the service of non-Christian teachers was the outcome of the Christianisation policy and that the teachers thrown out were devoted and loyal servants of the mission for a fairly good period of their lives. It is true that they were all sent out as per terms of the agreement in vogue in those institutions. But the question for the teaching profession and the public is whether the policy is consistent with public educational institutions deriving their sustenance through fee income from all classes and grants from public funds. It is understood another batch of 15 awaits termination in the course of the current year. Some of the individuals concerned appealed to the local authorities and to the Lord Bishop of Madras. To the representation from the President of the Trichinopoly District Teachers' Guild, the Lord Bishop of Madras wrote to say that the cases could not be reconsidered as they were part of "new arrangements." The Trichinopoly District Teachers' Guild at its meeting on 17-7-34 protested against this denominational policy of Christian missions (*vide S. I. Teacher, page 208 of April*).

In the light of the above, the S. I. T. U. would like to know exactly if it is open to any educational agency receiving grants from public funds to adopt with impunity a denominational policy with reference to members already in service, who have years of loyal co-operation to their credit, and if Government in the Ministry of Education has the duty or not of protecting the services of such members and of defining its financial attitude to such institutions.

This question may go the way of many another service scandal in aided and subsidised educational institutions. Teachers may suffer personally and the service conditions of the teaching profession may be built upon unmoral foundations. But, where the Madras Educational Rules and the spirit of the contract embodied in appendix 28 of the M. E. R. are violated by school authorities and where contracts in vogue in schools are violated legally and morally by employers, no Ministry of Education and Department of Education can for long retain the respect which they ought to command from the teachers, who are not spare parts in the educational machinery but limbs, vital to the well-being of educational institutions.

The S. I. T. U. since 1921 has been demanding an enquiry into these service scandals and it has formulated a constructive bill to end these service abuses and regulate service of teachers. It is prepared before a duly constituted departmental or legislative

committee of enquiry to place the evidence at its disposal and help in the solution of this vexed problem which disfigures school life at the close and at the beginning and sometimes even in the middle of the school year. Will the Ministry, the Legislative Council and the Department move in the matter in the coming August session ?

S. T. RAMANUJA IYENGAR,

*Secretary, S. I. T. U., V. C.*

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(7) Corresponding to a passive stage in the acquisition of a mother-tongue by a child, there must be a passive stage in a foreign language study and this has been duly recognised in Primer I.

(8) All modern methods of teaching are meant to exercise the self-activity of children and the emphasis, therefore, has been shifted from *teaching* to *learning* a foreign language. With this end in view, exercises on the use of English have been given to enable the pupils to master the new language form in every lesson.

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## EDITORIAL

### THE CONVOCATION OF THE MADRAS UNIVERSITY

The number of graduates that are admitted to various degrees is growing every year and the University authorities have in recent times been holding two or three convocations. The most important of them is the August one and even there to relieve congestion a supplementary convocation is held on the day previous to the main convocation, at which those who take a second degree, are given their degrees.\* At the main convocation those who take their degrees for the first time and medalists and prize winners among those who take the second degrees are included.

This year there was a large number of graduates and diploma holders, who attended the convocation, as the figures given elsewhere would show. There was one feature in this year's convocation, which was unique, and that was it was presided over by an Indian Chancellor. His Excellency Sir Usman, himself an alumnus of our University, presided over the convocation and as is natural there was a larger number of visitors than usual. The convocation address was delivered by Mr. M. Ruthnaswamy, who as Professor of History and Politics and Principal of Pachayappa's College, had established a reputation for clear thinking and lucid exposition. His position as a member of the Public Service Commission has given him ample opportunities for studying the situation and his address was full of practical and wise suggestions both to the University authorities and to the graduates assembled.

He traced the history of the University from its origin and showed how in 1854 the authorities of the East India Company were actuated, among other things, by a desire to get qualified men to enter their service. And in this respect, the University has more than fulfilled this initial ambition of the founders. Mr. Ruthnaswamy is perhaps right in saying that this is not at all a mean motive compared with the "vanity of fame, the rivalry of linguistic areas or communal or provincial competition," which have, in recent times, brought other Universities into existence.

Mr. Ruthnaswamy went on to add that the University has served the State in the wider sense of creating a national outlook in its alumni, in a country where sectarianism, communalism and other differences have been the order of the day. In his own words "by the education of men to fill the various departments of administration, of men and women to be the teachers of youth, by the introduction of the vivifying influences of western learning and civilization, by the promotion of nationality and nation-forming culture, the older Universities of India in general and the University of Madras in particular have served the intentions of their founders." Mr. Ruthnaswamy then discussed the question how the obligations of the citizens to the State can be fulfilled and pointed out that special training was necessary and that training can be given not in lecture halls, but in hostels, clubs and sport grounds, and pleaded for greater encouragement being given to extra-mural activities of colleges. He went to the extent of saying that University examinations are only one test of the usefulness of students as citizens, whereas hostels, unions and clubs, develop another set of useful qualities, which are as necessary from the point of view of the State, as intellectual ability to pass examinations.

As one who enjoyed the benefit of education in an English University, he pleaded for the most characteristic feature of University life in England, viz., effective tutorial system.

Another original idea he suggested was that the University of Madras should start a Department of Administration, and impart instruction in the science and art of administration whose need has been keenly felt by persons like late Lord Haldane. He was of opinion that the Madras University has already a nucleus for such department, in its Department of History and Economics and in its law and commercial institutes. He held up a high ideal for the University, that of being the centre from which inspiring ideas will go forth, and permeate the masses and showed how there is great need at present in our land for those ideas "that will unite and bind and break the influences of the many ideas and institutions, that exist in the land, and that keep man from man and community from community."

Turning to students, he sounded a note of warning against the growing tendency to materialistic outlook upon life and to the inevitable corollary of that—a form of cheap cynicism. He was of opinion that if the national educational system has been better planned and if facilities had been given to persons for entering the various professions at the elementary and secondary stage, there will not be so much rush to colleges and he also deplored the existing state of affairs that many colleges have to depend on the fees for their maintenance. He advised the students not only to keep themselves up-to-date in their several lines but also to keep up habits of reading, not cheap and sensational literature, but the great classics, that are a source of solace and inspiration under all conditions. He also exhorted them to make their conduct conform to their preachings. "What is the use of reading Mill on Liberty, or Morely on Compromise or Rousseau on Equality, if in our daily lives we cherish the dead hand of custom or dare not be in the right with two or three, or refuse to treat untouchables as men, or in the words of Morley, 'pretend to accept other people's falsehoods simply because we cannot persuade them to accept our truths.'"

Another original and highly practical idea he suggested to the students was that they must imitate their brethren of Oxford and Cambridge and start what are called settlements in slum areas of cities. Then alone they would come into close grips with facts of slum life, which is a blot upon our civilisation.

He paid handsome tribute to some distinguished old graduates, who recently passed away and concluded his highly suggestive and practical address with a simple advice of everyone doing his immediate duty well and efficiently and actuated throughout by ideas of service. "One step is enough for me," said great Cardinal Newman, and that was the note on which the address was ended. We offer our sincere felicitations to Prof. Ruthnaswamy for his inspiring address.

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#### EDUCATIONAL OFFICERS

We understand that the appointment of Educational Officers for the different District Boards is a settled fact and that action will be taken in a short time. The circumstances which have led to the creation of these special appointments have not been officially explained so far and a good deal of discontent is perceptible in the ranks of qualified teachers under local bodies. We presume that the Educational Officers proposed to be appointed are primarily intended to look after the administrative side of the Board Element-



ary Schools. The work of inspection will still be in the hands of the Deputy inspectors since one Educational Officer can hardly be expected to visit and inspect every school at least once every year. We are not sure whether the administrative side of the Board High Schools also will be controlled by the Educational Officer. This may not be possible since the salary of the Educational Officer is to be debited to the Elementary Education Fund account.

Representations have been made by the collegiate trained teachers in the Board High Schools that their claims should be favourably considered in regard to the appointment of the Educational Officers. It will be a proper thing to recognise the claims of these persons and to give a chance to them if their work be found satisfactory. The fact that a person happens to be a teacher should not be a disqualification. We are told that the appointment of departmental officers to the proposed posts is found necessary and desirable in view of the present unsatisfactory conditions of service in schools under local bodies. Complaints have been made to the authorities that the salaries of teachers are not paid regularly in certain areas and that no provision exists for exercising proper and effective control. Considering the large amount spent by the Government in respect of Elementary Education, it is argued that a departmental officer will be better able to enforce the rules without fear or favour and carry out the policy. There may be force in this argument and we shall have no objection to a few departmental officers being chosen. But in the general interests of Education it may be a wise policy to give a chance to such qualified teachers in the High Schools under local bodies as have shown undoubted capacity for organisation and administration. We know that officers working in Training and Secondary schools have been appointed as inspecting officers and they have given a good account of themselves. A transfer from the inspecting line to the teaching section and *vice versa* has been obtaining in the Government Service and there is much to be said in favour of this interchange. While we should approve of the policy of appointing departmental officers to the special posts under existing circumstances, we should strongly urge the Government to give a chance to the aspiring competent teachers in the schools under local bodies.

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#### THE TEACHING OF COMPOSITION

One might expect the authors of the recent circular containing suggestions for the improvement of the teaching of composition, to exercise due moderation in their language and show by example that the elementary virtues of composition are careful observation, exact statement, and sound reasoning. In their appraisal of the causes of the Secondary school pupil's pitfalls in English, they single out the less fortunate Secondary grade teacher for criticism and refer to his deficiency.

Under the caption "Deficiency of Teachers," they say :

"Pupils in Indian schools begin to learn English in the Fourth Class, and for the first five years of their study of English they are taught by Secondary Grade teachers, who are themselves not sufficiently proficient in English. The pupils thus become saturated with wrong pronunciation, wrong idiom, and errors in grammar and construction, which are impossible to eradicate afterwards.

"It is not reasonable to expect any degree of proficiency in English from pupils, who for the first five years of their course have been taught a foreign language by persons who themselves are deficient in it. The first necessity is to insist that from the beginning all teaching in English should be done by graduates in Arts whose course for a degree has included a thorough study of English."

What follows further in the circular is mostly commonplace rules for essay writing. It is therefore proposed to confine our observations mostly to the paragraph extracted above.

The teaching of composition is beset with several difficulties. Connected with this problem are many points to consider. It is not unreasonable to expect the authors of the circular to offer some definite solution for some at least of the main questions. To instance a few, one would like to know if the early introduction of a foreign tongue before the pupils have acquired sufficient practice in their own mother-tongue, is conducive to the learning of either the one or the other. Is English to be taught as a foreign tongue is usually taught in other countries or as the mother-tongue? Is not a sound teaching of the mother-tongue a help to clear thinking and expression, which are the most essential things for writing a composition? If that is so, can it with any degree of satisfaction be said that the mother-tongue is receiving adequate attention at present? Good teaching of composition depends on a satisfactory solution of such problems.

Apart from the above general considerations, there are other special causes for the pupil's lack of proficiency in English, such as laxity in promotion, indiscriminate admissions in the lower forms, and a general absence of intelligent, sympathetic and helpful guidance to the Secondary grade teacher working in the lower forms. Such being the case, it is painful to note that the circular leaves one to the conclusion that all the errors which pupils commit in English are directly traceable to one and only cause, the presence of the Secondary grade teachers.

As a general proposition, it is no doubt true that a graduate in Arts has a greater amount of initial equipment for language teaching than the Secondary grade teacher. But it is a travesty of truth to conclude that the Secondary grade teacher is incapable of gaining anything in point of English teaching from experience and guidance. Further, instances of graduate teachers handling English in the lower forms and of teachers with qualifications less than those of the Secondary grade, handling classes IV and V, are by no means rare. The experiment of allowing only graduate teachers to handle English in the lower forms, it would appear, was for some years tried in the Model School attached to the Teachers' College, Saidapet. The results of such experiments could have well been embodied in the circular before making such a general indictment on one class of teachers.

The real causes lie deeper. They require careful investigation. As for the present practice, it may be observed that choosing a topic a week, unrelated to the lessons taught, should be discarded. It is a serious mistake to avoid the subject of the ground of the lessons of the week. Composition should be based on reading. It is through reading that the pupil's interest is widened and vocabulary increased. There is a bewildering wealth of material intended for English boys. Experience should have shown that it is hardly possible to choose from among the books available a dozen that would be quite suited for Indian pupils of each grade. The matter of most of the books is either puerile or unsuitable to Indian thought and sentiment.

To remedy the deficiency of teachers, it is suggested that the first necessity is to insist that from the beginning all teaching in English should be done by graduates in Arts whose course for a degree has included a thorough study of English. It is not quite clear, if by the phrase "all teaching in English" is meant also 'the teaching of knowledge subjects through the medium of English.' It is clear, however, that all other graduates and honours graduates except those of the prescribed qualification are precluded from the teaching of English. Perhaps also they are not to be allowed to teach the subjects in

which they have graduated themselves in English on the principle that every subject taught in English should also be a lesson in English! It would be interesting to know if, in the opinion of the authors of the circular, the present day graduate in Arts satisfies their description of the type of teacher required, for then, it would be comforting thought that the present course for a degree in Arts has included a thorough study of English.

Regarding the suggestion made for the correction of exercises, it should be observed that meticulous correction, particularly in the lower forms, is a waste of time: for a learner can only attend to a very few points in one exercise. A more fruitful course would be to concentrate for a few weeks on some special points that the class needs. On the question whether there should be correction by the pupil himself after the mistakes have been crossed out or whether the teacher should write out the correct form in full for the pupil to copy, there is bound to be a difference of opinion. It is futile to lay down any hard and fast rule.

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